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ABSTRACT

These proceedings contain the texts of 20 reports presented at a conference organized to review and assess the status of the following types of performance/competency-based approaches to the professional development of vocational teachers and administrators: performance-based teacher education (PBTE), competency-based teacher education (CBTE), competency-based staff development (CBSD), and competency-based administrator education (CBAE). Covered in the first group of papers are PBTE, CBAE, and CBTE programs at various universities in Pennsylvania. In an analysis of progressive PBTE practices various topics are discussed, including implementing an outreach program of professional development for industry trainers using the PBTE/CBSD model and developing learning activity packages. Also outlined is the further revision of the PBTE module series developed by the National Center for Research in Vocational Education. Following a progress report of the consortium for the development of competency-based materials for vocational administrators, various CBAE programs are described, including the Florida preservice and inservice vocational administrator training program, Program LIFE (Leadership Intern Field Experience), and competency-based vocational administrator programs in Ohio and Illinois. Also included are small group reports on PBTE preservice, inservice, and individual competencies as well as postsecondary CBSD and CBAE. (MN)

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PERFORMANCE/COMPETENCY-BASED PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS AND ADMINISTRATORS: NATIONAL CONFERENCE PROCEEDINGS

Philadelphia, Pennsylvania
October 13-15, 1981

Compiled and Edited by

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and
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The Ohio State University
Columbus, Ohio

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FOREWORD

The professional development of vocational teachers and administrators is a high-priority concern of most vocational educators at the national, state, and local levels. In October 1981, over sixty persons from the United States, Canada, and Australia met in Philadelphia for three days to review, reflect on, and assess the status of the performance/competency-based approach to the professional development of vocational teachers and administrators. The term performance/competency-based professional development is used here to encompass performance-based teacher education (PBTE), competency-based staff development (CBSD), and competency-based administrator education (CBAE).

The major goal of this second National Conference on Performance-Based Professional Development was to facilitate an exchange of ideas and progressive practices among those experienced with and committed to PBTE/CBSD/CBAE concepts. Secondary goals included looking at the latest related R & D activities of the National Center; reviewing a variety of program implementation strategies; and identifying future research, development, and training needs.

While the concepts of PBTE/CBSD/CBAE have been widely disseminated and are generally understood, they are not as widely implemented as many feel is desirable. Many PBTE and CBAE materials have been thoroughly tested and found successful, while other modules are still being developed.

A large number of PBTE and CBSD programs have been firmly established at the university, postsecondary, and secondary levels throughout the United States and Canada. Some PBTE programs also have been established in England, Australia, and other foreign countries. A lesser number of CBAE programs have been established on either a statewide or institutional basis, with many others in the planning or initial implementation stages.

For those wanting to improve their existing program or programs, and for those who are considering the use of the performance/competency approach to the preparation of teachers and administrators, it is hoped that these proceedings will be helpful.

Several persons from Pennsylvania opened the conference by highlighting some of the key features of PBTE/CBSD/CBAE programs operating throughout the state. In his paper, Dr. Jerry Olson, State Director of Vocational Education, emphatically stresses the importance of professional development programs to effective vocational education programs. Kenneth Swatt, of his staff, explains the philosophy of the state agency regarding the development and support of PBTE/CBAE in Pennsylvania via the "Professional Development Center Concept." Adamsky, Walker, Mortensen, Lungstrum, and Strayer outline the key features of the PBTE and CBSD programs at their respective institutions.

In a series of short descriptive papers, Harris, Horne, and Coffin report on related progressive practices. Harris' description of a successful PBTE industry training model in Australia has serious implications for what teacher education institutions in the United States could and should do. Hamilton's

paper concludes the PBTE portion of the program with a discussion of the recent PBTE research and development work done at the National Center.

The papers on administrator education begin with Norton's report on the development of CBAE materials being carried out with the support and involvement of a multistate consortium. Mohamed and Gorman describe the operation of statewide CBAE programs in Florida and Ohio, respectively; and Cotrell and Parker and Ramp explain how their institutions have successfully established university-based leadership development intern-type programs.

The proceedings conclude with summaries of some of the future needs and concerns related to PBTE/CBSD/CBAE that were identified through small-group discussions.

As usual, many persons were responsible for planning, conducting, and hosting the conference. Appreciation goes to James B. Hamilton and Robert E. Norton, Senior Research and Development Specialists at the National Center, who were responsible for planning and conducting the conference. Thanks also are due Richard Adamsky, Temple University who assisted with planning and, as local host, facilitated the logistical arrangements for the conference; to Kenneth Swatt who coordinated the Pennsylvania presentations; to Audni Miller-Beach who coordinated arrangements for the National Academy; and to Lois G. Harrington who compiled and edited these proceedings. Recognition also goes to the American Association for Vocational Instructional Materials (AAVIM) and the National Academy, who jointly sponsored the conference.

Finally, many thanks are due the innovative and progressive educators across the country (and around the world) who are successfully implementing programs for the professional preparation of teachers, instructors, and administrators. It is their dedication and leadership that allows one to conclude that the status of PBTE/CBSD/CBAE is healthy and, indeed, rapidly growing nationally and internationally. While less may have been written about those concepts recently, few who have really given PBTE/CBSD/CBAE a serious trial will ever go back to the traditional method of teacher and administrator education.

Robert E. Taylor
Executive Director
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in Vocational Education

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PART I: PBTE/CBAE IN ACTION

PBTE/CBAE VIA THE TEACHER CENTER CONCEPT

Kenneth A. Swatt

The movement to address educational equity has been running head on into fiscal conservatism stimulated by the following factors: (1) a tight economy with inflationary pressures, (2) declining school enrollments, and (3) growing disenchantment with educational agencies. Educational administrators are wondering how they can get the job done in the face of increased costs and public unwillingness to pay.

The challenge of planning and administering a comprehensive vocational education personnel development system is formidable. It is an issue that is the focus of concern and discussion among vocational education leaders in many states. Within the Pennsylvania Department of Education (PDE), the challenge has been approached from the standpoint of funding.

Background

The Commonwealth of Pennsylvania provides subsidy funding through the state legislature to certain state-owned and state-related colleges and universities. In addition, the PDE employs a strategy that includes two approaches for administering federal/state vocational education funds.

Until July 1978, one approach was basic funding, which was used for several decades. Seven colleges and universities annually received funding support to finance the basic resources needed to provide vocational education services within a geographic region of the state. Beginning in July 1978, basic funding gave way to center funding, which was administered to four universities. This approach will be described subsequently.

The second approach is project funding, which was initiated in 1973. All 27 institutions of higher education with approved vocational education programs are invited annually to submit project proposals in accordance with PDE priority objectives for staff development, research, assessment, and curriculum development. This approach is intended to provide funds to stimulate the development and replication of exemplary personnel development activities.

Late in 1973, PDE officials made the following observations:

- The Vocational Education Act of 1963 and subsequent amendments require that federal funds supplement, rather than supplant, state funds in support of vocational teacher education. For many years, some institutions have used federal funds to pay a high percentage of the salaries of vocational teacher educators who teach basic courses. Clearly, this is supplanting.
- Of the 27 institutions that have one or more approved vocational teacher education programs, seven receive federal/state funds. This

places PDE in the position of giving preference to a few institutions and discriminating against several.

- Some institutions use the federal/state funds to subsidize vocational courses and charge drastically reduced tuition to part-time students. PDE should not be in the business of administering financial assistance to college students; that is the responsibility of the Pennsylvania Higher Education Assistance Agency.

In addition, PDE officials and State Board of Education members were concerned that the recipients of basic funding support were not being held sufficiently accountable for the use of funds.

In response to these concerns for fiscal equity and with consideration for the forces of educational reform and fiscal conservatism, PDE staff--with the advice and support of the Pennsylvania Vocational Teacher Education Advisory Committee--established the following objectives:

- Provide a defensible rationale for administering federal/state funds for vocational education personnel development
- Design a funding strategy that achieves the wise use of scarce resources
- Develop a flexible and responsive delivery system that is comprehensive, utilizes a critical mass of resources, is subjected to continual evaluation and adjustment, and is coordinated for efficiency and effectiveness
- Achieve a higher degree of accountability on the part of recipients of basic funding support

After two and one-half years devoted to gathering and analyzing information pertinent to the problem, and to discussing this information among representatives of vocational education special-interest groups, a widely supported plan for the funding of a comprehensive vocational education personnel development system in Pennsylvania emerged and was initiated on July 1, 1978.

Funding the Pennsylvania Personnel Development System

The following are the major elements of the purchase-of-services/accountability funding strategy known in Pennsylvania as "The Center Concept."

First, all state-owned colleges and other institutions with approved vocational teacher certification programs, including those that receive basic funding support, continue to be eligible to compete for project funding support. Project funds continue to be administered in accordance with PDE priority objectives for staff development, research, assessment, and higher education curriculum development activities.

Second, center funding is (1) confined to institutions that are PDE-approved centers for the preparation and development of vocational education professional personnel, and (2) conditional upon each of the centers entering into

formal cooperative arrangements with other institutions of higher education to provide improved services and assure the competency of vocational educators. Cooperative efforts include reciprocal agreements for transfer of credits and subcontracts to deliver educational services to prospective and practicing vocational educators.

The identification, development, and maintenance of each center is coordinated by the PDE to fulfill statewide needs. A coordinated system facilitates the mobility of students among certification programs and encourages the dynamic development of personnel.

There is a defensible rationale for center funding when it is specifically allocated for those educational activities that are not traditional collegiate activities or that traditionally are not conducted to the extent needed, but that are essential to the delivery of comprehensive vocational services.

Third, a reduced tuition rate is available only to part-time college-level vocational students who (1) show proof of current employment as vocational teachers or in occupations for which vocational certification is available, or present a vocational intern or vocational instructional certificate, and (2) enroll in vocational education courses that are prerequisite to receiving the Vocational Instructional II certificate.

In accordance with the preceding stipulations, a portion of center funding is provided to reimburse PDE-approved centers for the difference between the full and reduced tuition rates--up to a maximum of $30 per student credit hour.

Fourth, center funding support is equitable among the centers; i.e., similar contracted services merit similar funding support. However, differences in the level of center funding occur as a result of the variation in the number of student credit hours that merit the tuition differential described in the preceding paragraph, the number of students enrolled, size of the service areas, and the fringe benefit rates.

Fifth, to implement the preceding recommendation, each Pennsylvania college and university receiving basic funding support was asked to submit a plan within six months describing how it proposed within three years to meet center objectives, which are based on documented needs, in order to be identified as a center and to qualify for center funding support.

Each plan included an assessment of vocational education personnel development needs. In addition, the plan included (1) projected enrollments, programs, and institutional responsibilities, balanced by (2) optimal development, utilization, and financing of available resources. The plan also incorporated an organizational structure that provided for the acquisition of the appropriate core of common knowledge, skills, and attitudes in vocational education, as well as for the development of the unique aspects of each area of specialization.

Three institutions that received basic funding support did not submit a plan to the PDE; therefore, basic funding support was phased out in a reasonable

and prudent manner. Continuing eligibility for center funding support is dependent upon the continual successful achievement of the center objectives and annual approval of the center plan. Each center was permitted to evolve to full center operation over a four-year period; however, only two chose to do so.

The Pennsylvania system for the development of vocational education personnel includes the concept of centers that serve as nuclei within the system. A center is an institution that has and uses a "critical mass" of appropriate resources in a manner that is flexible and responsive to the priority staff development needs of vocational educators. It is created in response to documented needs. Sample 1 shows a graphic illustration of program activities for a model center. However, the reader should not conclude that all these activities are associated directly with center funding. Center funding is applied to nontraditional collegiate activities and activities that traditionally are not conducted to the extent needed.

SAMPLE 1

PROGRAM ACTIVITIES FOR A MODEL CENTER

PBTE/CBAE Within the Centers

During the summer of 1972, Dr. Calvin Cotrell left the National Center for Research in Vocational Education to become chairman of the Department of Vocational Education at Temple University. In January, Dr. Cotrell initiated a pilot program called Vocational Intern Teaching--Applied Learning (VITAL) and selected Dr. Richard Adamsky as the resource person for this inservice, field-based, competency-based teacher education (CBTE) program. This marked the introduction of CBTE within the Commonwealth's vocational education personnel development system.

During 1975-76, representatives of PDE and the University of Pittsburgh participated in the National Institute for Performance-Based Teacher Education (PBTE)--First Phase, conducted by the National Center, and in the field testing of the National Center's 100 PBTE modules.

In 1976-77, representatives of PDE and The Pennsylvania State University participated in the National Institute for PBTE--Second Phase, conducted by the National Center, and in the field-testing of the National Center's 100 PBTE modules.

Kenneth Swatt, Pennsylvania's coordinator of vocational education personnel development, served on the National Planning Committee for Implementing PBTE during August 1977. Soon thereafter, Temple University, with over four years of PBTE implementation experience, was selected as one of five institutions in the nation to participate as a leadership site in the National Center project on implementing PBTE.

Given the preceding background of C/PBTE experience by the Pennsylvania institutions and state agency, when personnel development activities that meet the rationale for center funding--essential activities not traditionally conducted by teacher-preparation institutions--were discussed, it was logical that PBTE was high on the list. Discussion was fueled by the results of a fall 1976 survey to which 107 vocational administrators responded. A total of 86 percent of those administrators indicated that they would "support an individualized, competency-based approach to preparing vocational teachers, supervisors, and administrators."

Consequently, the funding of a field-based PBTE system was approved by the state director of vocational education, and center funding was initiated for these purposes. All centers (University of Pittsburgh, Indiana University of Pennsylvania, The Pennsylvania State University, and Temple University) received developmental (special project) funding for a one- to three-year period prior to receiving operational (center) funding. These developmental funds supported the development of various program components: approaches to developing pedagogical competencies, preparing advisors of vocational student organizations, and providing occupational experience.

In 1979, Pennsylvania vocational educators were influential in the formation of a six-state Consortium for the Development of Professional Materials for Vocational Education. The competency-based administrator education (CBAE)

modules that are being produced through the Consortium, under the direction of the National Center, have been used as an integral part of the center activity entitled "Field-Based Internship Component of a Leadership Development Program." The purpose of this activity is to prepare vocational education supervisors, directors, and curriculum specialists. Technically, this center activity is not yet regarded as performance-based because several modules have yet to be developed and individualization is difficult. Predictably, it will be so recognized in the future. Nevertheless, the reader should note that center funding for this internship has been intitiated at the four centers.

Summary

This financing strategy offers project funding to many Commonwealth colleges and universities and allocates center funding to institutions that are (1) recognized as Centers for the Preparation and Development of Vocational Education Professional Personnel, and (2) demonstrate effective achievement of the specified objectives.

This plan is based upon the position that professional personnel development services can be provided effectively and efficiently through a comprehensive delivery system, with sufficient resources to respond quickly and flexibly to meet identified needs of prospective and practicing vocational educators. In addition, it emphasizes strong professional relationships among PDE, collegiate, and local staff members--the kind of relationships necessary to implement PBTE on a statewide basis. In addition, the center concept requires an unprecedented degree of accountability by recipients of the funding support. This plan rejects a "grab bag" approach to providing needed services in favor of a system that promotes sound management at the collegiate level, influential involvement at the secondary school level, and effective direction and coordination at the state level.

CBTE AT TEMPLE UNIVERSITY

Richard A. Adamsky

The following article is excerpted and adapted from two CBTE modules developed at Temple University by Richard A. Adamsky and others to support their CBTE program. "Operationalizing CBTE" is from a module entitled Conduct a CBTE Orientation Program; and "Identifying Appropriate Modules" is from a module entitled Select Appropriate Modules.

Operationalizing CBTE

Conceptually, certain characteristics should be incorporated into the design of any competency-based teacher education (CBTE) program. Program VITAL (Vocational Intern Teaching--Applied Learning) at Temple University is a teacher education program that incorporates these desirable CBTE concepts.

VITAL is an inservice vocational teacher education program that became operational in September 1973. The program serves persons who enter vocational teaching from business or industry with little or no previous formal teacher preparation. These new teachers are considered interns and remain such until they exit from VITAL and receive provisional certification.

Although there are other operating CBTE programs at Temple and at other universities that incorporate the same characteristics as does VITAL, focusing on a single program should promote an essential understanding of how each characteristic of CBTE operates.

Individualized Instruction

It is felt that, above all, a well-designed CBTE program must center on the needs of each learner. The program must allow each learner to progress at a rate consistent with personal ability and motivation.

VITAL learners (interns) are allowed to progress at their own rate. Each intern registers for a specified number of semester hours of credit (6) each semester, but each remains in the program until program exit criteria are met. Typically, interns remain in the program for between one and three years.

Each intern is required to master 83 teaching skills through the use of 30 directed self-instructional modules in order to exit from the program. Modules may be used in any order desired, and as stated previously, the amount of time devoted to each module varies with each intern.

Module selection is based upon a needs assessment completed by each intern, followed by a discussion of the identified needs with a member of the program staff. Based on this discussion, the intern sets objectives for the week

(short range) and the year (long range). Since the program is individualized, the objectives are frequently altered to reflect new learning priorities.

Although CBTE must be highly individualized, research has shown that some interaction among learners is essential to learner progress (80 percent individualized instruction and 20 percent group instruction is prescribed). Program VITAL has facilitated this by introducing the small-group meeting as part of its operating procedure.

Modularized Instruction

The module is the basic learning unit in Program VITAL. As stated, interns must master 83 teaching skills, and 30 modules are used to assist them in meeting this requirement. The modules used are part of the 100 developed at The National Center for Research in Vocational Education, and each focuses on one or more of 384 performance elements associated with teaching a vocational subject. All center on teacher performance and apply equally well regardless of the particular vocational specialty taught.

The modules are primarily self-contained. Each includes a terminal performance objective with accompanying criteria and standards for performance. Each also includes several enabling objectives with appropriate learning experiences to assist a learner in developing the skill involved. Learning experiences are sequenced to bring a learner from awareness and comprehension, through performance simulation, to performance in an actual teaching situation.

Although some learners can use modules as self-instructional materials, most need help in using them, especially when first introduced to them. For this reason, modules are considered to be directed self-instructional materials, and interns are assisted by the program staff when using them.

The first step in using a module occurs when the intern and a member of the program staff review the terminal performance objective and the associated criteria and standards. Through this review, the intern is helped to visualize the performance required and learn how this skill can be used to assist a teacher in helping students to learn. Following this review, the intern reviews the enabling objectives and determines which of the learning experiences offered would best help him/her to develop the skill addressed.

Interns who already feel competent in performing a skill addressed by a module can exercise the "test-out" feature. They may skip all enabling learning experiences and proceed directly to the terminal experience, proving competence by providing tangible evidence. It should be noted that modules are categorized as being either product or process types. Product modules are those that require a written product (e.g., Develop a Lesson Plan), while process modules are those requiring a performance (e.g., Introduce a Lesson).

Criterion-Referenced Evaluation

As previously stated, each module includes criteria for assessing a learner's ability to perform. Regardless of whether a learner progresses through a module in a linear fashion or exercises the "test out" option, his/her terminal performance must be as specified by the criteria and standards for the skills addressed. When a learner can perform as specified by the criteria and standards, he/she is considered competent in the skill addressed. This judgment is first made by the intern (through self-evaluation) and then confirmed by a member of the program staff.

Self-Evaluation

Self-evaluation is a valuable feature of Program VITAL. Interns are brought to realize that feedback is essential to their professional skill development. Research has shown that self-evaluation is the most appropriate means of leading a learner to self-actualization of teaching performance. Learner self-evaluation is required prior to final assessment of each skill in Program VITAL.

Self-evaluation of products occurs when the interns assess their written products against the specified criteria stated in the modules. The nature of process modules makes it more difficult for self-evaluation of performance to occur. In order to facilitate this, Program VITAL uses video feedback. The interns are instructed in how to set up and operate video systems, enabling them to tape their performances for self-evaluation.

Exit Requirements

As previously stated, to exit from Program VITAL, an intern must be considered competent in the 83 teaching skills addressed by the 30 modules included in the program. In addition, the intern must present evidence that the skills are routinely used to teach complete lessons. Assessment of the intern's competence is based on his/her performance in the teaching role.

The Organized Profession

Local school teachers and administrators, as well as teacher educators, are involved in Program VITAL in several ways. For one thing, an intern cannot exit from the program until a local Council of Educators reviews the intern's evidence of competence and agrees that the intern should be invited into the teaching profession. On each council (each school has one) is an appointed local administrator, an elected local master teacher, and a teacher educator from Temple. A majority vote is required to recommend the intern either for certification or for additional competency development. A document to this effect is signed by each council member. Local school personnel are also involved on the program advisory committee and in periodic program evaluations.

The Research Base

The modules used in the program were developed around the 384 performance elements associated with competent vocational teacher performance. These elements were derived using a task analytical model. The research base for the performance elements is well documented, as is the method used to develop the modules.

Program VITAL is also developed on a sound research base. In effect, each concept and the way it has been made operational are in keeping with what is currently considered sound educational practice. However, the program is open and regenerative in that each aspect of it is scrutinized each year in order to make changes that hold the potential for program improvement. This is accomplished through the yearly program evaluation process.

The major objective of each evaluation is to study program variability and to determine ways to reduce variability in desirable ways. Stated differently, the objective is to bring about planned change and assess the effect of change on program effectiveness. As should be obvious, Program VITAL is designed as a system that has subsystems and components designed to function in rather specific ways. As such, variability in the functioning of each subsystem or component is not desirable.

Field-Centered Instruction

Since learner performance is assessed when the intern is functioning in the role of a teacher, the program must operate in local schools. Program VITAL operates in each vocational classroom in the eastern region of Pennsylvania where there is a person needing the teaching skills associated with becoming provisionally certified.

In general, the program operates in about 60 different public, private, and special schools having vocational programs. Somewhere between 100 and 200 interns have been served by the program each year it has operated. Those to be served operate out of schools as far as 150 miles away from Temple University. The schools are located in urban, suburban, and rural locations, and the interns vary widely in occupational specialty.

Differentiated Staffing

In order to economically operate a field-centered program involving the organized profession to a large degree, the staff is differentiated. Each level has specific functions to perform and some level of responsibility for the interns being served.

Program Coordinator. Overall operation of the program is the responsibility of the program coordinator. The coordinator must see to it that the program operates as it was designed to and must take appropriate steps to assure this. In effect, the coordinator is responsible for providing the personal and

material resources needed for program operation and for seeing that these are used appropriately.

Staff Trainer. The staff trainer, in consultation with the program coordinator, prepares each person on the staff with the skills needed to perform program functions. Through a combination of individualized and group-oriented planned activities, each member of the staff is helped to develop skills related to the staff role held.

Senior Teacher Educators (STEs). The senior staff is responsible for the professional development of interns. An STE sits on each Council of Educators' Review and must see to it that interns receive appropriate help from the resource persons serving them. STEs hold university-rank positions and presidential appointments.

Field Resource Persons (FRPs). The responsibility for the professional development of interns is shared by members of the field staff: FRPs. Unlike the senior staff members, FRPs do not hold university rank, nor do they have presidential appointments. In contrast, they are (1) full-time faculty on a dean's appointment, and (2) part-time graduate students. As such, they are not in a tenure track position.

The FRPs visit each intern on a weekly basis, routinely observing live performances in the actual teaching situation, written products, and videotaped process performances, and conducting helping conferences concerning these observations. In addition, each FRP manages the professional development and assistance being provided by local teachers functioning as helpers to interns.

Resident Resource Persons (RRPs). Each intern has a locally-based experienced teacher--an RRP--to help him/her develop the teaching skills needed. RRPs are members of the resident staff who have responsibility for helping interns when the FRPs are not in the school. They are full-time local teachers and only part-time members of the program staff. They assist interns before and after school, or during times when are not involved in teaching their own classes.

Interns. The interns themselves are considered members of the program staff. Each must accept full responsibility for personal professional development, and each is helped to do so by the program staff. However, it is acknowledged that progress will not take place without the interns' full cooperation in the learning process.

Program VITAL centers only on 83 teaching skills and the use of 30 modules. Other teaching skills are learned through another program, Program Mastery, which makes use of the same delivery system as Program VITAL, but which utilizes different modules. Still other teaching skills are learned in the teacher education program dealing with cooperative vocational education, through the use of different modules. Leadership skills are learned in Program LIFE, while curriculum development skills are addressed in still another program. All programs incorporate the concepts that define CBTE and, to a very large extent, operationalize the concepts as does Program VITAL.

At Temple University, CBTE is more than a concept. It is a philosophy around which teacher education programs are developed. Each program operates on an open-entry/open-exit basis, with the individual needs of each learner being met. Recognizing and incorporating what research and experience suggest to be the best in educational practice, successful programs operate.

Identifying Appropriate Modules

The identification of the particular modules to be included in an intern's individualized teacher education program is an important task. This responsibility is shared jointly by the resource person and the intern. Each module is identified in reference to a particular need of the intern. In order to identify the intern's needs, a personalized needs assessment is performed.

Educators have applied the term needs assessment to everything from a simple survey to a complex analysis. In recent years, needs assessment has become more precisely defined. For our purposes, assessing teaching-skill needs simply means identifying the discrepancy between where a learner is now and where he/she could be.

When needs are defined as "discrepancy gaps," the needs assessment process provides the learner with the opportunity to identify the measures to be taken to close the gaps. In addition, the learner can then prioritize his/her needs and set out to satisfy the need having highest priority.

The ideal model to be used to identify an intern's teaching-skill needs involves four steps. First, the resource person performs a careful observation of the intern's teaching behaviors in a real teaching situation. Next, the resource person ascertains the needs of the intern as perceived by the intern's immediate supervisor. The resource person and the intern then confer to identify the teaching-skill needs of the intern as perceived by the intern. The intern's felt needs must be carefully considered because he/she is closest to the situation and most aware of his/her immediate needs. With input from these three sources, the resource person and the intern can then jointly develop the list of teaching skills around which the intern's teacher education program should be built.

Following the development of the list of teaching-skill needs, the resource person and the intern turn to the list of module performance elements. Each identified need is matched with the appropriate module performance elements. Once the needs have been translated into performance elements, module identification becomes simply a matter of selecting the modules that include the previously identified performance elements.

Finally, the resouce person and the intern jointly identify the most urgently needed teaching skills (modules) and those that can be completed later. Thus, a priority order is established.

Another model used to identify the teacher education program modules is the specific-group/continual-review model. In this model, an individualized

teaching-skill (module) program is defined through ongoing research. A particular modularized program is developed for a specific class/group of learners. Periodically, this program is reviewed to determine if any changes in the program parameters are needed. Every learner, resource person, and supervisor involved in the program provides input regarding the appropriateness of each teaching skill and module used in the program. Over time, the program changes as a result of the continuing research.

Program VITAL is an example of a program that uses the specific-group/continual-review model to identify the modules to be included in an intern's teacher education program. Program VITAL was developed for a specific group of vocational educators: those entering the teaching profession directly from business or industry. It has an established number of skills that each intern must develop prior to attempting to exit from the program. The program is systematically and periodically reviewed , and changes occur as a result of this review. An advantage of this model is that the resource person is not required to invest great amounts of time in conducting a needs assessment beyond the parameters of the skills that the program addresses. A list of the teaching skills (modules) required in Program VITAL is shown in sample 1.

A third model that can be used to identify the modules to be included in a particular program is the course-substitution model. This model involves the identification of a specific college/university course and the competencies to be gained through the course. Modules are then identified that cover the same competencies as are covered in the traditional course. This is the model that is usually followed in many first attempts at CBTE. Generally, teacher certification requirements are expressed in terms of course completions. Module substitution for classroom experiences thus becomes a workable scheme.

No matter which model is used to identify the modules to be included in a particular program, it is important that the resource person not become a "module dropper." A module dropper is a resource person who merely delivers modules to the learner and later returns to pick up completed modules. Do not allow yourself to become a member of this group. A resource person's day should be filled with activities that help the learner improve his/her teaching skills (e.g., conducting classroom observations, evaluating teaching performance, and conducting helping conferences).

SAMPLE 1

MODULES REQUIRED IN PROGRAM VITAL

B- 1 Determine Needs and Interests of Students
B- 2 Write Student Performance Objectives
B- 3 Develop a Unit of Instruction
B- 4 Develop a Lesson Plan
B- 5 Select Student Instructional Materials
B- 6 Prepare Teacher-Made Instructional Materials
C- 2 Conduct Group Discussions, Panel Discussions, & Symposiums
C- 4 Direct Students in Instructing Other Students
C- 6 Guide Student Study
C- 7 Direct Student Laboratory Experience
C- 8 Direct Students in Applying Problem-Solving Techniques
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Priniciple
C-21 Prepare Bulletin Boards & Exhibits
C-22 Present Information with Models, Real Objects, & Flannel Boards
C-23 Present Information with Overhead & Opaque Materials
C-29 Present Information with the Chalkboard & Flip Chart
D- 1 Establish Student Performance Criteria
D- 5 Determine Student Grades
E- 5 Provide for Student Safety
E- 8 Organize the Vocational Laboratory
E- 9 Manage the Vocational Laboratory
G- 7 Conduct an Open House
I- 3 Develop an Active Personal Philosophy of Education

PBTE/CBAE AT INDIANA UNIVERSITY OF PENNSYLVANIA

Thomas J. Walker

At the Indiana University of Pennsylvania (IUP) Center for Vocational Preparation, performance-based teacher education (PBTE) and competency-based administrator education (CBAE) are considered to be much more than a procedure for professional preparation. They are viewed as a philosophy--one that examines (1) the role of professional educators and accountability in education, (2) the learner and the learning process, and (3) the interrelationships between school and society.

In the past in Pennsylvania, delivering instructional services equally to those interested in becoming vocational professionals meant preparation programs that were uniform in reflecting group norms. Groups of learners were processed through a standardized structure, all at the same pace, with little consideration for personalization. Courses were often sequenced based on faculty preference, and the risk of overlap and duplication was high due to the absence of any programmatic thrust.

Of late, individualization of instruction has become one of the central tenets of education. The observation that people look and grow differently, so perhaps they learn differently, has begun to penetrate our preparation institutions. We appear to be at a stage in which the notion of designing programs to fit learners is replacing the older notion of fitting learners to uniform programs.

Herein lies the promise and future of PBTE and CBAE at IUP. Under the new orientation, it is not the student who fails but the method or program. Consequently, there is no one best method; rather, all methods can be used, depending on a learner's individual needs.

Research over the past decade has shown the relationship between certain teaching practices and teacher effectiveness. N. L. Gage (1972) of Stanford University, along with many other researchers, believes some solid conclusions can be drawn concerning a scientific basis for the art of teaching. In standard, group-paced programs, however, it becomes virtually impossible to incorporate a variety of proven teaching/learning methodologies into the delivery system. But with PBTE and CBAE, since individualization is at the heart of the system, the best of educational theory and practice can be utilized.

The programs at IUP, for example, incorporate the characteristics of field-based education, performance-based education, directed individualized instruction, self-pacing, self-evaluation, differentiated staffing, helpful supervision, team teaching, assessment in the actual school situation, criterion-referenced measurement, and microteaching, to name just a few. Teacher educators function as learning facilitators and use these, plus a host of other techniques, in supporting the unique growth of intern-teachers and administrators. The bottom line for vocational education is more professionals who will attain higher levels of performance.

Field/Performance-Based Teacher Education (F/PBTE)

The F/PBTE system at IUP's Center for Vocational Personnel Preparation began as an adaptation of Program VITAL, a 15-credit provisional teacher certification program developed at Temple University in the early seventies [see previous article by Adamsky]. The adopted program model and subsequent pilot testing have led to the establishment of a total performance-based vocational teacher education system at IUP.

The F/PBTE system serves both preservice and inservice vocational teachers and encompasses programs in the following areas:

- Provisional (Level I) Vocational Teacher Certification--A total of 15 vocational professional education credits are necessary for a provisional teaching certificate. Teacher-interns complete 30 modules, attend small-group meetings, complete a criterion-referenced test of knowledge on the content of the 30 modules, and present evidence of overall teaching competency to a Council of Educators, which determines whether to grant provisional certification.
- Permanent (Level II) Vocational Teacher Certification--A total of 15 additional vocational professional education credits are necessary for permanent teacher certification. Teacher-interns complete 30 additional modules; modules developed by the National Center for Research in Vocational Education, as well as state and locally developed modules, are used.
- B.S. Degree in Vocational Education--To earn a B.S. degree, a student can elect to complete 3-12 semester hours of vocational professional education credit beyond what is required in the Level I and II programs.
- CAPS (Classroom Application of Pedagogical Skills) Program--CAPS is an inservice, permanent certification program for teachers of home economics education. Teacher-interns must earn 24 credits beyond the B.S. degree; a pool of approximately 90 modules is used.
- Cooperative Education Teacher/Coordinator Certification--Any individual possessing a valid Pennsylvania instructional certificate is eligible to enroll in this program to earn certification as a co-op teacher/coordinator. The program consists of 15 credits of vocational professional preparation (using 30 of the National Center's modules, as well as other state and locally develped materials) and a work experience component.

System Components

[The section on the F/PBTE system's components has been deleted from this article because of its duplication of the material in the previous article by Adamsky.]

Management

The F/PBTE system is supported by a computerized management information system (MIS) that allows for current accounting of the contacts between interns/students and differentiated staffing members. Among the data collected are (1) personal and demographic characteristics of each program's personnel, (2) progress of interns/students on modules, and (3) conferences and observation sessions conducted by resource personnel. Reports are issued at specific intervals to assist program management and field staff in managing the data needed in carrying out their program responsibilities. The data stored in the MIS also have the potential for being used in combination with the yearly program evaluations in order to expand the research base on F/PBTE.

Program Evaluation

Each year the F/PBTE programs are routinely evaluated to determine whether measured outcomes match the intended or prescribed outcomes. The model used encompasses the basic evaluation components of outcomes, input/processes, and design. To date, formative evaluation has been emphasized because the primary goals have been to improve program operations and establish baseline data. This has precluded the need for a research design. Nevertheless, over the past three years evaluation data have resulted in a number of planned program changes. Summative evaluations are being planned for the future. These will compare alternate means to the same end. Also, the data collected over the past three years are providing the base for an ex post facto evaluation.

Competency-Based Administrator Education (CBAE)

The Center's CBAE program was implemented during the spring 1981 semester. Like its PBTE counterpart, the CBAE program began as an adaptation of a model for CBAE programming developed at Temple University in Philadelphia [see article, pp. 57-62, by Cotrell].

The program is designed for the preparation of comprehensive (broad-based) vocational education supervisors. A total of 63 competencies and corresponding assessment instruments from seven management categories (curriculum, instruction, personnel, communications, student services, physical facilities, and personal/professional development) are used to deliver on the 21 graduate semester credit hours required for provisional supervisory certification. The CBAE program's configuration (component parts) and delivery system are very similar to the PBTE system used. Consequently, considerable articulation between the two programs can be realized.

Summary

PBTE and CBAE at IUP's Center for Vocational Personnel Preparation are proving to be successful and viable alternatives to conventional vocational

professional preparation. Their future promise is to move professional personnel development beyond equality of opportunity and toward equality of outcomes.

Reference:

Gage, N. L. Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis. Palo Alto, CA: Pacific Books, 1972.

PBTE AT THE PENNSYLVANIA STATE UNIVERSITY

James H. Mortensen

The Department of Agricultural and Extension Education administers a preservice program, approved by the Pennsylvania Department of Education, for the preparation of agriculture teachers in public school systems. This includes programs in agricultural production, mechanics, supplies, resources, products, forestry, ornamental horticulture, and other agricultural areas. The agricultural education program serves the agriculture teacher education needs of the entire Commmonwealth, which includes rapidly expanding urban areas, as well as several sparsely populated rural counties.

Students studying to become teachers of agriculture take courses in four areas of technical agriculture (animal science, plant science, business, and agricultural engineering). They schedule professional courses in education and psychology, as well as courses in natural science, social science, quantification, and communication.

Approximately 78 percent (160) of those in the program are preservice teachers pursuing baccalaureate or graduate degrees in agriculture. Some 22 percent (47) are teachers on the job, recruited directly from business, industry, and colleges of agriculture for the teaching profession. At the present time, all inservice teacher-interns hold baccalaureate degrees. They come to Penn State for their initial Instructional I certification program and for graduate degrees. Because of the extensive geographic area to be covered, instruction is delivered at the University Park Campus, selected Commonwealth Campuses (there are 17), 15 outreach inservice centers, and 50 cooperating public school vocational agriculture programs.

The performance-based teacher education (PBTE) program is being maintained through each of the following functions: (1) selection and organization of program content, (2) selection and organization of (learning) experiences, (3) management of learners and learning environment, and (4) assessment of learning. There are a number of important components in the PBTE program, including the following:

- Learners (preservice teachers and teaching interns)
- Resource persons (field-based and university-based)
- Modules of instruction
- Learning resource center
- Group instruction
- Individual instruction
- Other hardware and software

The focus of this article is on how the program functions are fulfilled using the components available.

Program Content

The model for vocational agriculture teacher education is designed around groups of pedagogical competencies identified and verified through research (Hawk, 1977; Witmer, 1979). The competencies have been incorporated into the course structure of the agricultural education program. Each course includes a number of related comptencies to be achieved.

The program is delivered in two phases: the learners (1) achieve proficiency in all program competencies through the cognitive and simulated application level within the university setting, and (2) demonstrate competence in actual school situations while student teaching.

Teacher educators serve as resource persons. They are assisted by graduate students and inservice teachers. Cooperating teachers serve as resource persons during student teaching, as well as during early field-based experience. Teacher educators have received inservice training concerning PBTE at regional and national workshops conducted by The National Center for Research in Vocational Education. Cooperating teachers receive inservice training annually at a two-day summer workshop.

Learning Experiences

Instruction is provided to develop learners' competence in performing those tasks identified as necessary for entry-level employment as teachers of vocational agriculture. Modules from the National Center, as well as some additional modules unique to agricultural education and Pennsylvania's needs, are used. The program includes individualized instruction and counseling, class sessions devoted to each competency, and small-group simulated classroom or laboratory situations.

Instructional emphasis is on helping the learner achieve program exit requirements. Progress is dependent on the demonstration of competence. Each student teacher is expected to demonstrate the attainment of each competency in an actual school setting.

Small-group activities are the heart of the university-based instruction. Instruction in groups of 15-30 learners permits interaction, enrichment, and practice, thus making the competency meaningful and the units/modules come alive. The dialogue and interchange permitted in small classes is an essential component of this program.

Group instruction is spent on varied activities such as group discussion, student presentations, small-group work, microteaching, practice, and problem solving. Very little time is used for lectures or formal presentations by the resource person. Module learning activities are done by learners outside the group meeting, but the activities serve as a basis for group discussion. Videotapes of a learner's performance provide excellent feedback to the learner and to the resource person in assisting the learner to evaluate and improve performance. The department has two videotape cameras for use in the

professional development of teachers. Learning activities to develop competency in introducing a lesson, summarizing a lesson, and employing oral questioning techniques require the videotaping of learner performance.

Management of Learners

During winter term of the junior year, preservice teachers select and are assigned to their cooperating teachers in public school vocational agriculture programs. During the spring (sometimes summer) and fall terms, preservice teachers progress through instructional planning, execution, and evaluation with a sequencing process of (1) teaching peers; (2) participating in microteaching experiences; (3) visiting and observing vocational agriculture programs; (4) conducting local, regional, and state FFA activities; and (5) presenting teaching episodes under the supervision of their field-based resource persons.

Because they have frequent contact with their field-based resource persons, when preservice teachers begin their student teaching experience in December or March, they can start right in by teaching one or two classes. The transition to student teaching is established between the student teacher and the field-based resource person and between the student teacher and the students. The field-based resource person, along with the university resource person, continues the evaluation of teaching competencies during the student teaching experience.

A "Student Teacher Notebook" is prepared each term and provided to each student teacher and field-based resource person. An orientation session is also held so student teachers are cognizant of their roles and the roles of their resource persons.

Assessment

Performance assessment takes place in the university setting and in actual school situations. As learners work to achieve competency within the university setting, they deliver specified performances or produce specified products appropriate to the competency. The results are assessed by the university-based resource person, using assessment criteria made known to learners. Assessment instruments contained in the PBTE modules from the National Center and some additional assessment instruments prepared by the Penn State faculty are used. A performance or product must meet the specified criteria; otherwise, the learner is recycled until an acceptable level is achieved.

Learners entering the program come with a variety of backgrounds, abilities, and previously developed skills. It is conceivable that a learner may already possess the skills necessary to successfully demonstrate some of the competencies in the PBTE program. For this reason, provision has been made for learners to "challenge" competencies in the program. To challenge, a learner

must provide copies or documentation of products or plans or must demonstrate teaching skills prior to group discussion sessions. Some learners have challenged competencies involving advising an FFA chapter and operating audiovisual equipment.

Regardless of whether a learner challenges competencies or attends group meetings and attempts competencies at his/her own pace, assessment is accomplished using checklists from appropriate enabling experiences in the PBTE modules, teacher performance assessment forms (TPAFs) from the final experience in each PBTE module, or special checklists developed at Penn State. The checklists are used to determine whether a learner has completed all necessary steps in a performance or addressed all necessary topics in a written product. Modules used in the program have learning experiences that are appropriate for university-based assessment and final experiences equally as appropriate for final assessment in an actual classroom situation.

While student teaching, the learners demonstrate the competencies in actual school situations. Assessment of performance is made by university-based and field-based resource persons. To ensure that assessment forms are used appropriately, objectively, and consistently, field-based resource persons participate in inservice training during their Cooperating Teachers Workshop.

As previously stated, each competency includes criteria for assessing a learner's ability to perform. When learners can perform as specified by the criteria and standards, they are considered competent. This assessment is first made by the learner through self-evaluation and then confirmed by a resource person. TPAFs are utilized.

Sample 1 provides a list of the competencies covered in the Agricultural Education Program. Additionally, learners rate themselves (can perform/cannot perform) on each of the hands-on skills related to the agricultural subject matter they will be teaching (e.g., "Develop safe and efficient shop layout"). Based on these ratings, a learner and his/her advisor can develop a training plan for obtaining the agricultural competence and work experience needed for certification.

References:

Hawk, Marvin G. "Pedagogical Competency Needs of Beginning Teachers of Agriculture in Pennsylvania." Unpublished master's thesis, The Pennsylvania State University, 1977.

Witmer, Bruce L. "Professional Education Competencies Needed by Beginning Teachers of Agriculture/Agribusiness Education in Pennsylvania." Unpublished doctoral dissertation, The Pennsylvania State University, 1979.

SAMPLE 1

AGRICULTURAL EDUCATION PROGRAM—PENN STATE

Vocational Agriculture Teacher's Role	Competencies
1. Surveyor and translator of individual, community, and occupational needs	Plan a community survey Conduct & analyze community survey data Report & use the findings of a community survey Organize or reorganize an occupational advisory committee Maintain an occupational advisory committee Develop voc ed programs, goals, & objectives Determine needs & interests of students Develop long-range plans for a vocational agriculture program
2. Manager of instruction for high school vocational agriculture students and adults	Develop student performance objectives Plan a unit of instruction Write a lesson plan Select & obtain student instructional materials Prepare teacher-made instructional materials Direct individual & group field trips Conduct group discussions, panel discussions, & symposiums Stimulate learning through brainstorming, buzz group, & question box techniques Direct students in instructing other students Develop a course of study Assist students in developing self-discipline Present information with films Present information with the chalkboard Direct student study Direct student laboratory experience Direct students in applying problem-solving techniques Direct the project method Introduce a lesson Summarize a lesson Employ oral questioning techniques Employ reinforcement techniques Provide instruction for slower & more capable students Present information through an illustrated talk Demonstrate a manipulative skill Demonstrate a concept or principle Direct individualized instruction Present information using a subject matter expert Illustrate with models & real objects Present information with overhead & opaque materials Present information with filmstrips & slides
3. Supervisor of the occupational work experience programs of high school agricultural education students and adults who receive instruction	Identify, select, & prepare students for appropriately selected agricultural production projects and/or agribusiness training stations Conduct home visits Confer with the students & parents regarding educational & occupational development skills Present information to students on occupational opportunities Communicate with prospective & continuing students during the summer

Vocational Agriculture Teacher's Role	Competencies
4. Advisor of the FFA chapter	Organize a local FFA chapter Orient vocational agriculture students to the fundamentals & principles of the FFA Supervise the development, publication, & implementation of an FFA program of activities Supervise the election & preparation of local FFA officers Prepare vocational agriculture students for participation in local, regional, state, & national FFA activities Assist students in advancing within the FFA degrees Supervise the operation of an FFA public relations program Supervise the financial operation & fund-raising activities of the chapter Assist students in developing & conducting an appropriate award & recognition program Supervise an annual evaluation of the FFA chapter
5. Advisor in the selection, placement, and follow-up of students	Provide information on educational & career opportunities Assist students in applying for employment or further education
6. Manager of instructional facilities	Organize the vocational laboratory Manage & maintain the vocational laboratory Maintain a filing system Provide for the safety needs of vocational students
7. Evaluator of students and programs	Establish criteria for student performance in a voc ed program Assess student cognitive performance Assess student psychomotor performance Determine student grades in a vocational program Evaluate instructional effectiveness
8. Adminstrator, supervisor, and coordinator of the vocational agriculture department activities	Project instructional resource needs Organize a local YFA chapter Identify the responsibilities of the vocational agriculture teacher in the operation of a YFA chapter Identify key elements in successfully operating YFA chapters
9. Facilitator of cooperation between school, parents, employers, business, and community	Provide service to maintain liaison with members of the community
10. Participator in professional growth and development activities	Keep up to date in your profession and in your occupational specialty Serve your teaching profession Establish & maintain a professional philosophy of education Select, obtain, & maintain a teaching position in keeping with your professional qualifications

PBTE AT THE UNIVERSITY OF PITTSBURGH

Ruth M. Lungstrum

The performance-based teacher education (PBTE) program at the University of Pittsburgh (Pitt) is an adaptation of the program designed at Temple University. Planning, implementation, and problem-solving help have come regularly from Temple and Indiana University of Pennsylvania (IUP), for which credit and appreciation are acknowledged.

The PBTE program is quite a departure from the long-standing traditional certification program at Pitt. Pitt's PBTE program currently serves inservice vocational education teachers (interns) in Trade and Industrial Education, Home Economics-Related Education, and Health-Related Occupations Education. The program structure can serve preservice interns at any time. The program is totally field-based, serving interns in vocational education settings using selected PBTE modules developed by The National Center for Research in Vocational Education. Required and optional resources mentioned in the modules are available on loan from Pitt to interns in the program.

PBTE is delivered through a three-level resource person support team. On site with the interns are resident resource persons (RRPs), experienced colleague-teachers who were recommended by their administrators to serve in this role. The RRPs receive preparation for this role through the use of Resource Person Preparation Modules developed at Temple. Ideally, RRPs are identified early and begin their preparation in a week-long workshop in August. Following this, they receive assistance from the PBTE program coordinator, who eventually assesses their helping competencies. RRP preparation can be, and often is, done totally "on the job." It is preferable that teachers serving as RRPs have permanent certification, thereby guaranteeing adquate teaching experience and completion of their own preparation program. In practice, it is sometimes necessary to violate those criteria in order to get capable, willing teachers to serve as RRPs. Their reward is a cash payment of $75, plus tuition for three credits after they have assisted interns through a total of 18 modules.

Field resource persons (FRPs) are usually graduate students who serve the PBTE program full-time while taking graduate work for a degree. They must have successful teaching experience and "have car, will travel." FRPs work with interns weekly.

Senior teacher educators (STEs) are the "regular, permanent" teacher educators on Pitt's faculty. Currently proposed is a plan to assign all interns in a given school to a specific STE. Originally the intern's advisor would serve as the STE, but that meant that every STE might be going to any or all of the schools in Pitt's service region, thereby wasting precious resources.

PBTE is coordinated by one individual, devoting three-fourths time to the program: coordinating the work of all three levels of resource persons, providing resources for all involved, preparing and evaluating the RRPs, documenting everything, and providing public information on the program. PBTE activities

are recorded daily by FRPs on field reports, then coded and stored on the computer, utilizing the programs developed by Temple and modified by IUP.

PBTE is a self-paced program, with some modification necessary for university credit-granting and tuition-gathering processes. Interns enroll in three-credit increments of PBTE, thereby committing themselves to demonstrating successfully the competencies covered by six PBTE modules. They receive tuition aid on vocational education credits required for certification. If, however, they do not complete the modules supporting the credits they enroll for, they are required to enroll for tutorial credits during the following term (one credit for every two incomplete modules). No tuition aid is granted for the tutorial tuition. To avoid this problem, interns are encouraged to enroll initially for three PBTE credits and, when those six modules are completed, to continue working on additional modules for which they will enroll during the following term. This experience gives them an indication concerning whether they should enroll for three or six PBTE credits during the following term. A grade of "A" is issued for the successful completion of PBTE credits.

Master's degree students who are also seeking vocational certification can find valuable help in PBTE. A maximum of 21 graduate vocational education credits may be applied to a master's degree, but a minimum of 30 vocational education credits are needed for certification. If a master's candidate's bachelor's degree is not in education, it has been customary to enroll him/her in introductory undergraduate curriculum development and teaching methods courses to build a foundation for graduate-level courses in those areas. At the same time, he/she is accumulating some or all of the nine vocational education credits needed, in addition to graduate work, for certification. PBTE can serve these candidates by giving them those skills immediately needed, in addition to meeting the certification requirement of student teaching.

Pitt's handling of the transfer of a student from the traditional teacher preparation program to PBTE partway through a certification program may be unique. It certainly presents some problems, as well as advantages, to interns, the biggest of which is the identification of the appropriate modules to delete from the total certification program in recognition of prior course work. Yet, the competencies to be demonstrated to the Council of Educators are not reduced, which typically gives interns the feeling that they are being held accountable for more competencies than they should be.

As more interns come into the PBTE program, a healthier record for research done on learning styles is developing. Since Pitt still offers the traditional program in addition to PBTE, it is possible for interns to leave PBTE for the traditional program--as one did last year. The reason given was "too much freedom, not enough structure" in PBTE. It is not uncommon for interns to procrastinate dangerously in "completing modules," which seems to indicate the difficulty some interns have with their own initiative and responsibility for their PBTE efforts. Weekly visits by FRPs do not seem to help in some cases.

PERFORMANCE/COMPETENCY-BASED PROFESSIONAL DEVELOPMENT AT THE PENNSYLVANIA INSTITUTE OF TECHNOLOGY

John C. Strayer

The following is a brief description of the performance-based Teacher Development Program currently being conducted for the faculty at the Pennsylvania Institute of Technology (P.I.T.).

PBTE training material. The P.I.T. administrative staff selected those modules that appeared to be of greatest value to the faculty at the institution. Copies were placed in the library on permanent reserve for faculty. Faculty members can thus review the modules at any time. Modules are also given to participants at the time that each module is selected for completion. Completed modules are retained by individuals for future reference.

Program implementation. After the program was adopted by P.I.T., an inservice training day was scheduled. At that time, Module B-3, Develop a Unit of Instruction, was distributed to the faculty. The resource leader then introduced the module, and all participants completed the module activities. The group dynamics strongly supported the value of this learning experience, and the resource leader assessed performance at the end of the day. Lunch was provided to support this group learning experience. This type of environment reduced skepticism and provided instant reward to those who successfully completed their modules.

Program management. The resource leader coordinates the work of all participants, and although the program is self-paced, continued motivation is necessary. After the selection of a module is made, the participant is asked to commit to a reasonable date for completion of the module. The resource leader contacts the participant on a regular basis until the module is completed and the performance assessed. Some participants are able to manage their schedules satisfactorily, while others need regular reminding and motivation.

Program completion. When a participant has successfully completed 16 modules, he/she receives a letter of congratulations and appreciation for participation in the program. A modest cash bonus is included with this letter, as well as an appropriately framed certificate.

Public relations. Regular announcements are made to the staff regarding the PBTE program at the institution. Comments regarding participants and other positive pieces of information are included.

Record keeping. The resource leader is responsible for the maintenance of participant records. Although the program is ungraded, it is necessary to maintain a record of the modules preselected, those completed, and those under completion. Participants frequently inquire concerning their progress.

Instructional improvement program. At this institution, regular annual evaluations are conducted of all personnel. The faculty administrators often

deal with evaluation weaknesses by recommending that one or more specific modules be successfully completed to remedy the instructional weakness.

Teacher performance assessment. Whenever possible, performance assessment is completed in a classroom environment. Usually, the participant will request that the resource leader attend a specific class or lab section to assess his/her performance. If the performance is not satisfactory, recommendations are made to repeat certain parts of the module, and a revisitation is scheduled at a later time, usually with a different class section.

PART II: PROGRESSIVE PBTE PRACTICES

AN OUTREACH PROGRAM OF PROFESSIONAL DEVELOPMENT FOR INDUSTRY TRAINERS USING THE PBTE/CBSD MODEL

Roger Harris

This case study involves a performance-based teacher education/competency-based staff development (PBTE/CBSD) program conducted by Adelaide College of the Arts and Education (ACAE) in South Australia for industry trainers employed by Bougainville Copper Limited (BCL) in Papua New Guinea; that is, a staff development exercise between two institutions approximately 2,500 miles apart.

Background and program description. The program began in February 1979 with 22 expatriate trainers in BCL's training center. Most of the trainers had had no previous instructional training. The program is now in its third year. Under contract, BCL funds one extra ACAE faculty, five two-week visits per year, and some clerical assistance. Three trainers with some prior instructional training were used as on-site resource persons (RPs), and in the second year, two outstanding students from the initial year also acted in this capacity. There are three levels of training, in a stepladder approach.

Program analysis in terms of PBTE/CBSD principles. In terms of the essential characteristics of PBTE/CBSD, the following is true:

- The competencies are carefully identified, specifically stated, and made public. Modules produced by The National Center for Research in Vocational Education (mainly those in Categories A, B, C, and D) are used as the delivery system. These are clearly marked on individual competency profile charts.
- The criteria for assessment are explicit and made public. The teacher performance assessment forms (TPAFs) in the modules are used.
- The program is designed to develop and evaluate each trainer's achievement of the competencies.
- Assessment uses performance as the major source of evidence. After practice with peers and clearance by the on-site RP, trainers "test out" in actual classes. Their performance is evaluated either by a visiting faculty RP or by sending a videotape of the performance to ACAE for evaluation. High standards are set right from the beginning.
- The rate of progress is determined by demonstrated competency.

In terms of the desirable characteristics of PBTE/CBSD, the following is true:

- The learning materials and methods, rate of progress, and module sequencing are all individualized.
- The learners' professional development is continually guided by feedback.
- The focus is on exit, not entrance, requirements.

- The program of competencies is modularized. The modules are almost completely self-contained--an important factor in the case of this remote site.
- The total program is field-centered.
- The learners have a part in designing their instructional system. There are some electives and choices involved in selecting learning routes and sequence.
- The program is inservice in character, underlining the philosophy that professional role development is a continuing process.
- Role integration is gradually reinforced--a more holistic concept of training is fostered after mastery of the basic competencies, and a more realistic training presentation is accomplished.
- The program is (1) open and regenerative, and (2) open-entry/open-exit. Program evaluations are undertaken (see ED 198 311 in the ERIC system).

Main limitations. The main limitations within the PBTE/CBSD program are as follows:

- No formal job analysis has been undertaken specifically for the BCL training role.
- There is a lack of relevant supplementary resources on the remote island.
- The tyranny of distance plagues the movement of materials, assignments, and feedback between sites.
- The program depends heavily on continued funding from BCL.

Conclusions. This particular PBTE/CBSD program is an example of the following:

- Successful implementation of PBTE/CBSD principles and practices
- A worthwhile approach to the staff development of industry trainers (by a department of teacher education)
- The applicability of the National Center's PBTE materials to settings that are industrial in nature and non-American in cultural orientation
- An educational/training endeavor that necessarily must occur in an off-campus mode and at a distance (i.e., an outreach program)

IMPLEMENTING CBE VIA PBTE

Ralph A. Horne

Virginia has begun a major effort to implement competency-based vocational and technical education. At present, a number of preservice and inservice activities, such as workshops, seminars, and courses, have been conducted for local teachers and administrators.

The activities that have been provided to date have not addressed the mechanics of actually implementing competency-based education (CBE). The theories, advantages, and philosophy of CBE have been disseminated, but actual implementation activities have not been provided. Since Virginia has set June 1984 as the date for full implementation of CBE in all vocational programs, there is an urgent need to provide further inservice activities.

Therefore, Virginia Polytechnic Institute and State University is presently offering a contract course that will assist vocational and technical educators in implementing CBE in their courses and programs. The course includes the following features:

- Educators agree, by learning contract, to fully develop one vocational course in a CBE format.
- Virginia's state standards for CBE serve as criteria for the evaluation of successful achievement of objectives.
- An individualized study approach is used.
- PBTE modules and other materials are used to provide a foundation for educators involved in the course.
- Five graduate credits are offered for the one-year course.
- CBE materials and formats developed by course participants will be disseminated to other educators in the state.
- Local vocational administrators are enrolled in the course and develop administrative procedures/materials for implementing CBE at the local education agency (LEA).
- Teacher educators for each program service area are assigned to work with the participating teachers and administrators.
- The tuition for the course is paid by the LEA through a contractual arrangement at a fixed rate.

The overall goal of the course is to provide a vehicle for CBE implementation in Virginia's vocational programs. Currently there are ten funded CBE and articulation projects, which are developing CBE materials for 86 vocational programs and courses. The course is the catalyst for implementing the materials developed by these projects.

Sample 1 shows the learning contract form used in this course.

SAMPLE 1

LEARNING CONTRACT FOR EDVT 4980

"Implementing the State CBE Standards"

I,_____, agree to select/develop and implement the required products and procedures for my vocational program/course on a competency-based education format by the _____. The products and procedures must comply with the State CBE Standards and receive an acceptable rating on the CBE Implementation Checklist.

PROGRAM/COURSE:_____

PRODUCTS/PROCEDURES:

1. A validated task/competency list
2. A performance objective for each validated task/competency
3. A system for providing task/competency information to students prior to instruction
4. A criterion-referenced measure for each validated task
5. A criterion-referenced testing and evaluation procedure based on the performance objectives
6. A system for documenting competencies achieved by each student

I further understand that if the above products and procedures are selected/developed and implemented I will receive a final course grade of _____.

_____ _____

PARTICIPANT DATE

_____ _____

INSTRUCTOR DATE

_____ _____

INSTRUCTOR DATE

_____ _____

LOCAL ADMINISTRATOR/SUPERVISOR DATE

DEVELOPING LEARNING ACTIVITY PACKAGES

Lawrence Coffin

The following are the components contained in the learning activity packages developed at Holland College:

- Title page--The title page contains the name and number of the topic of the package. This page should also contain the name of the person or persons who prepared the package and the date it was completed. Acknowledgement should be made on this page of any financial or advisory assistance.

- Introduction page--This is simply a set of directions to the learner concerning how the package is to be used. It is usually standard for any given program or institution.

- Rationale page--This is a brief statement, usually no more than two or three paragraphs, explaining what the package is about and why the skill is important.

- Elaborations page--It is usually necessary to analyze the topic or objective of the package into smaller or intermediate objectives--to elaborate on the skill. An elaboration, then, is an intermediate step between the whole skill and the detailed actions associated with practicing the skill.

- Learning activities page--In order to acquire the skill in question, the learner must do something--read, listen, ask, watch, discuss, practice--that will increase knowledge and competence. The learning activities page contains a series of directions, usually with several options, that will guide the learner in developing the skill.

- Human resources page--The most valuable source of help for the learner is people. It is to be hoped that the learner will not impose on others for information that can be acquired in other ways, but the human exchange is a significant factor in the learning process. The human resources page indicates, by name or title, those persons who may be consulted about the skill.

- Printed resources page--Books, magazines, information sheets, and other forms of print media are still the most convenient and accessible sources of information. The identification and location of available resources that are relevant to the skill are listed on the printed resources page. Some packages, especially those that must be highly mobile, contain printed information within their covers. Others merely indicate where the resources may be found.

- Audiovisual resources page. Modern technology makes it possible to record and to reproduce sights and sounds that contribute greatly to learning. A tape-recorded lecture or a videotaped demonstration can multiply the availability of the presentations and may approach the level of effectiveness of the original. Most learners find that the addition of pictures and sound enhance the learning process. The audiovisual resources page identifies those items that are available and relevant to the subject.

- Performance assessment page--The last page(s) in the package provide a detailed measure of skill requirements. Step by step, they take the learner--and eventually the evaluator--through the criteria by which competence in the skill may be measured. The items in the performance assessment indicate what the learner will do, can do, or has done in performing the skill. These items are, in general, elaborations of the elaborations and follow the same sequence.

PART III: NATIONAL CENTER PBTE UPDATE

FURTHER DEVELOPMENT AND REVISION OF THE NATIONAL CENTER'S PBTE MODULE SERIES

James B. Hamilton

The National Center for Research in Vocational Education is currently directing efforts toward (1) development of new performance-based teacher education (PBTE) modules, and (2) revision of the original series of 100 PBTE modules. New modules are being developed for preparing teachers for implementing competency-based education (Category K), serving students with special/exceptional needs (Category L), and assisting students in improving their basic and personal skills (Category M).

Serving Students with Special/Exceptional Needs

Vocational educators are obligated to ensure that their programs are equally accessible, accommodating, and fair to all students. The Educational Amendments of 1976 and Title IX of the Education Amendments of 1972 require that educational programs (including vocational programs) not discriminate against students of either sex. Section 504 of the Rehabilitation Act of 1973 and its guidelines require that access to education be provided for handicapped students and that accommodations be made for their physical impairments. These are but three examples of legislation that defines the responsibility of vocational educators to provide high-quality education for all.

Unfortunately, few vocational teachers have been trained to meet the new demands placed upon them. They need to acquire additional teaching skills in order to meet the special training needs of students who, for example, are enrolled in programs nontraditional for their sex, are physically impaired, or are members of minority groups or emerging groups such as the aged and ex-offenders. Not only are our vocational teachers unprepared to meet the exceptional needs of students enrolling in their classes, but teacher educators often lack the expertise needed to prepare teachers to meet this challenge.

Staff on the PBTE Program at the National Center first became interested in this training gap during previous project work in which the competencies important to vocational teachers were identified and used as a basis for the development of 100 PBTE modules. Late in the module development process, staff realized that some of the competencies were becoming outdated--that events over the past ten years had changed the role of the vocational teacher. Staff concluded that at least two areas of competencies were missing from the original list: (1) those competencies dealing with serving students with exceptional needs, and (2) those dealing with the development and implementation of competency-based education (CBE) programs at the secondary and postsecondary levels.

With funding from the U.S. Office of Education, the National Center initiated a project in 1979 to develop the PBTE modules required to train vocational

teachers to serve students with exceptional needs. This project was initiated with searches for related studies and teacher competencies upon which modules should be based (Hamilton and Harrington, 1981). Neither adequate teacher training materials nor competency listings were available for preparing vocational teachers to meet the special needs of students within their regular vocational classes.

Therefore, it was necessary to go beyond the efforts made in the studies identified in the literature. For one thing, much of the literature indicated that one of the most powerful elements working against the integration of these students into vocational classes was the teacher's fear of the unknown. Vocational teachers, many of whom were adept at individualizing instruction and working effectively with a wide range of student abilities, were apprehensive about their ability to work with the handicapped, the mentally retarded, etc., because of their perception that they lacked the special training necessary to do so.

Consequently, modules geared to different special-needs groups (e.g., "Provide Vocational Training for the Handicapped") were not developed. Doing so would imply that the vocational teacher is expected to become a special educator--a specialist in the area of the handicapped or the mentally retarded or the emotionally disturbed. Instead, staff decided to capitalize on the strengths, interests, and skills of the vocational teacher by providing modules targeted to skill areas (e.g., "Identify and Diagnose Exceptional Students"). Such an approach is designed to cut across special-needs areas.

In other words, instead of worrying about becoming a specialist, the vocational teacher is learning to use skills that are generalizable across special-needs areas and that apply equally well to students with so-called "average" capabilities. Instead of attempting to categorize the students in the classroom, the vocational teacher is learning to apply techniques appropriate to all students, including those with special needs. It was hoped that this approach would be far more useful and anxiety-free.

In addition, recognizing the intent of recent pressures from the legislation and the lobbying of special groups, staff decided to broaden the definition of the term special needs to include most of the groups with different needs that could be found today in the regular vocational classroom. After much consideration, the following groups were selected:

- Mentally retarded
- Sensory and physically impaired
- Gifted and talented
- Rural/urban economically disadvantaged
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Persons enrolled in programs nontraditional for their sex

- Adults requiring retraining (e.g., displaced homemakers, technologically displaced, ex-offenders)

The term exceptional needs was consequently used in project work to incorporate the broader range of needs included.

The next step was to identify teacher competencies. Instead of adapting previously established competencies--as was done in the studies identified in the literature--staff employed the DACUM process to identify competencies from scratch. The DACUM (Developing a Curriculum) process is a modified brainstorming process used with small groups of expert practitioners to analyze an occupational area and reach consensus on the skills needed (Adams, 1975). In this case, it was used eight times--once for each of the eight exceptional-needs groups identified. The resulting competency lists were then merged and verified, resulting in a list of 380 competency statements (Hamilton and others, 1981a). These processes are described in some detail in the 1981 Viewpoints article by Hamilton and Harrington. The 380 competency statements have served as the basis for the development of the following 16 new PBTE modules for serving students with special/exceptional needs:

L- 1 Prepare Yourself to Serve Exceptional Students

L- 2 Identify and Diagnose Exceptional Students

L- 3 Plan Instruction for Exceptional Students

L- 4 Provide Appropriate Instructional Materials for Exceptional Students

L- 5 Modify the Learning Environment for Exceptional Students

L- 6 Promote Peer Acceptance of Exceptional Students

L- 7 Select Instructional Techniques for Exceptional Students

L- 8 Improve Your Communication Skills

L- 9 Improve Students' Communication Skills

L-10 Assess the Progress of Exceptional Students

L-11 Counsel Exceptional Students with Personal-Social Problems

L-12 Assist Exceptional Students in Developing Career Planning Skills

L-13 Assist Exceptional Students in Developing Their Life-Coping Skills

L-14 Prepare Students for Employability

L-15 Evaluate How Your Vocational Program Serves Exceptional Students

L-16 Promote Your Vocational Program with Exceptional Students

These sixteen L-category modules have been undergoing field testing at the following twelve field-test sites:

- University of Alabama — Birmingham, AL
- Albuquerque Technical-Vocational Institute — Albuquerque, NM

• University of Central Florida	Orlando, FL
• University of Southern Maine	Gorham, ME
• Maricopa County Community College District	Phoenix, AZ
• Murray State University	Murray, KY
• University of New Hampshire	Durham, NH
• SUNY College of Technology	Utica, NY
• Temple University	Philadelphia, PA
• Texas State Technical Institute	Waco, TX
• Upper Valley Joint Vocational School	Piqua, OH
• Central Washington University	Ellensburg, WA

In selecting the 12 field-test sites, representation of a wide range of teacher education program designs and structures was sought in order to test the appropriateness of the materials to the various settings in which vocational teachers are trained. Eight of the sites are universities and colleges that conduct preservice and/or inservice teacher training. The other four sites--three postsecondary institutions and one secondary district--are each using the modules in their own staff development programs.

Upon completion of the field testing, each of the modules is being revised prior to publication. It is hoped that the availability and use of these materials will produce vocational teachers who are better prepared for and more confident in serving the special needs of exceptional students within their classes.

Implementing Competency-Based Education (CBE)

Several years ago, the National Center recognized the need for materials to train vocational teachers to plan and implement CBE. Work in this area had been initiated as part of a previous project (Fardig, 1977). However, sustained funding was not available for completion of the development, testing, and refinement of materials.

During the course of competency identification and verification for the special/exceptional-needs modules, an important finding emerged. It was found that many vocational educators believe that vocational programs designed as individualized competency-based programs hold the greatest promise for assuring that instruction is equally accessible, accommodating, and fair to all groups of students. Therefore, teacher competencies were identified and verified and specifications were developed for an additional cluster of new PBTE modules--ones designed to develop the specific skills needed by teachers to install and conduct competency-based vocational programs.

The DACUM analysis technique was used to identify the competencies needed by vocational teachers to install and conduct CBE programs. The ten expert practitioners on the DACUM panel (1) all had extensive experience in installing

and conducting CBE programs, (2) represented a wide range of occupational areas, (3) represented secondary, postsecondary, and industry training programs, and (4) provided broad geographical representation of the country. A listing of 84 competencies, unique to CBE, was generated by this panel (Hamilton and others, 1981b).

As a means of further verification, project staff compared the listing of 84 CBE competency statements against a listing of 45 competency statements identified in a similar manner during the earlier National Center CBE project (Fardig, 1977). Each of the earlier-identified competency statements was found to be covered within the 84 statements, often with a higher degree of specificity relative to application in the CBE mode.

The 84 CBE competencies were clustered into topical areas for modules now under development. These areas, by tentative modules titles, are as follows:

K-1 Prepare Yourself for CBE

K-2 Organize Your Class and Lab to Install CBE

K-3 Organize the Content for a CBE Program

K-4 Provide Instructional Materials for CBE

K-5 Manage the Daily Routines of Your CBE Program

K-6 Guide Your Students Through the CBE Program

Assisting Students in Improving Their Basic and Personal Skills

It has been widely recognized that large numbers of youth and adults--including many enrolled in vocational and technical education programs--do not possess the communication and computational skills needed for success in their educational programs and for successful pursual of productive and satisfying roles in the American society. Further, many individuals lack the personal skills and self-discipline necessary for success in educational programs and in the world of work. In recognition of these needs, planning was initiated in 1980 to further expand the National Center's series of PBTE modules by producing a cluster of PBTE modules designed to develop vocational teachers' competency in improving their students' basic skills and personal skills.

Again, the DACUM analysis process was used--this time to identify the specific tasks that vocational teachers need to perform in the process of improving their students' basic skills. The intent is not to prepare the vocational teacher to teach remedial classes. Rather it is to prepare the teacher to reinforce and improve students' basic skills as an ongoing part of the vocational instructional program.

A total of 85 competency statements resulted from this analysis (Hamilton and others, 1981c). These were then clustered, thus providing the basis for the development of a cluster of six modules. One module, which had already been developed by the University of Central Florida using the National Center's

format, delivered on several of these competencies. This module was adapted and included in this new category of PBTE modules (Category M).

Another DACUM analysis provided the competency statements for the development of a seventh module designed to help vocational teachers to combat problems of student chemical use (Hamilton and others, 1981d). For the purposes of development and testing, this module has been included in Category M.

The M-category modules are currently undergoing field testing at several of the 12 field-test sites listed previously. The titles of these modules are as follows:

M-1 Assist Students in Achieving Basic Reading Skills

M-2 Assist Students in Developing Technical Reading Skills

M-3 Assist Students in Improving Their Writing Skills

M-4 Assist Students in Improving Their Oral Communication Skills

M-5 Assist Students in Improving Their Math Skills

M-6 Assist Students in Improving Their Survival Skills

M-7 Combat Problems of Student Chemical Use

As might be anticipated, several of the competencies for serving students with special/exceptional needs also appeared in the listing for assisting students in improving their basic skills. This was especially true in the areas of communications and life-coping skills. These areas of overlap are being eliminated during the module revision process, which includes some shifting of modules between categories and the elimination of some modules.

In completing the development of additional PBTE modules to meet identified teacher-training needs, still another gap was identified. While recognition of students' individual learning styles and preferences is alluded to in several of the modules, at no time is the teacher taught how to identify students' learning styles or how to plan and teach more effectively using that knowledge of students' learning styles.

Still another DACUM analysis was conducted to identify the requisite teacher skills for a module on providing for students' learning styles (Hamilton and others, 1981e). This module is under development at present, with November 1 as the projected date of availability for testing.

Revision of the Original 100 PBTE Modules

The identification of additional vocational teacher competencies and the addition of new PBTE modules to the series make it imperative that these additions be recognized in the original 100 modules. To this end, a cluster of six modules (Category B) was revised in 1980. By the end of January 1982, another 24 modules will have been revised. Then, in 1982, the remaining 70 modules will be revised.

In these revisions, recognition of the new competencies and modules is being accomplished in two ways. First, each original PBTE module is examined for opportunities to incorporate--at the awareness level--new competencies relative to serving students with special/exceptional needs, improving students' basic skills, and installing and managing CBE. In some few cases, the module is revised to include the competency at the performance level. The second manner in which new competencies are being integrated is by including appropriate references to the new modules in the original PBTE modules as they are revised. Too, the module illustrations are being improved, and the content and outside references are being updated in each module.

Through the various processes of adding new PBTE modules and revising the original 100 modules, the National Center and the American Association for Vocational Instructional Materials (AAVIM), the publisher, are carefully guarding the retention of the basic configuration of the original module series. We feel that this is essential, because many institutions and agencies have structured programs assuming continued availability of the modules they have selected. As we add to the original series, we are continuing to strive to maintain the maximum degree of flexibility possible in the materials. Thus, institutions and agencies can establish training priorities for the teachers, instructors, or trainers in their unique settings and then select training materials that meet those specific individuals and needs.

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PART IV: CBAE—CONSORTIUM PROGRESS REPORT AND ALTERNATIVE DELIVERY STRATEGIES

CONSORTIUM FOR THE DEVELOPMENT OF COMPETENCY-BASED MATERIALS FOR VOCATIONAL ADMINISTRATORS

Robert E. Norton

The need for competent administrators of vocational education at both the secondary and postsecondary levels continues. It is no secret that the operation of high-quality vocational education programs requires leaders who possess many complex and unique management skills. Many states have established the preservice and inservice training of their local administrators of vocational education as one of their top priorities for personnel development. Unfortunately, the effective training of these administrators had been hampered by the limited knowledge of the competencies needed and by the limited availability of competency-based materials designed to help deliver the important competencies.

In response to this recognized need, the National Center for Research in Vocational Education, with USOE sponsorship, launched a two-year research and development effort in 1975 entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education." The project had two major objectives as follows:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide

The identification of competencies was based upon (1) input from a select group of experienced vocational administrators participating in a DACUM (Developing a Curriculum) workshop, and (2) the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature-review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and postsecondary vocational administrators.

These task statements were submitted by questionnaire for verification to a select national group of 130 experienced secondary and postsecondary administrators of vocational education. Ninety-two percent of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator (Norton, Ross, Garcia, and Hobart, 1977).

The second objective of the project led to (1) the tentative clustering of the verified competencies into 30 groups for materials development purposes, and (2) the development and field testing of six prototypic modules and a user's

guide. The original six modules, which are available from the National Center publications office, are as follows:

- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel
- Appraise the Personnel Development Needs of Vocational Teachers
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Develop Local Plans for Vocational Education (Part I)
- Develop Local Plans for Vocational Education (Part II)

The modules were well received by the administrator trainees and the resource persons who used them. Some of the strongest support for the materials came from persons in states that are moving (some very rapidly) toward the use of competency- or performance-based professional development programs for vocational teachers and administrators. To deliver upon all the important competencies, additional financial support was needed to develop the remaining modules. Federal support was sought but was unavailable for development purposes. The National Center was encouraged, instead, to seek the involvement of interested state departments of education for financial sponsorship of further development.

Consortium Organized

After much recruitment work, the National Center and seven interested states organized a Consortium for the Development of Professional Materials for Vocational Education. Beginning on September 1, 1978, the Consortium members combined their efforts to support the cooperative development, field testing, and implementation of competency-based materials for professional vocational educators.

Initial efforts during 1978-79 were focused on the development of competency-based administrator modules, using as a research base the 166 competencies identified and nationally verified as important to local administrators in the previous USOE-supported National Center research. It was estimated that an additional 20-25 modules were needed to address the remaining competencies. The Consortium undertook the development of the additional modules at the rate of one module per member state per year.

While their membership became effective at different times during the year, seven states eventually became members during 1978-79. The sponsoring state agencies and/or cooperating educational institutions were as follows:

- Florida Department of Education and Florida International University
- Illinois Office of Education and Southern Illinois University at Carbondale

- Ohio Department of Education
- New York State Education Department
- North Carolina Department of Public Instruction
- Commonwealth of Pennsylvania and Temple University
- Texas Education Agency

Consortium Operation

The Consortium operates through its Board of Members, with each member state being entitled to one voting representative. The scope of work of the Consortium is carried out primarily by staff employed at the National Center, with the help of consultants who are employed as either writers or module reviewers as part of the development process.

The following brief explanation of several operational procedures will serve to explain how the Consortium functions:

- Each member state has one vote on the Board of Members, which is the legal policy-making body of the Consortium.
- The Consortium Board meets twice per year, usually in September and March.
- Consortium members participate in determining module priorities and field-testing procedures.
- Consortium members nominate consultant writers and reviewers and participate in field testing.
- Consortium members have equal and immediate access to all of the materials developed.

Development Procedures

The procedure used in developing and field testing the administrator modules can best be described as a cooperative process. In one of the first steps, the member states vote to establish the priority competencies for module development. Once these priorities are established, the state representatives are asked to nominate qualified persons who can assist National Center staff as either consultant module writers or module reviewers. The nominees are contacted and asked to apply for the job of consultant writer or reviewer on one or more of the modules to be developed. From these applications, Consortium staff select the most qualified persons available.

A four-stage development process is begun at that point to prepare the modules. The four-stage sequence of development includes (1) preparation of a module prospectus, (2) preparation of a field-review version, (3) preparation of a field-test version, and (4) preparation of the published edition. A brief description of the procedures used at each stage of development follows.

Preparation of the module prospectus. The module prospectus is usually a four- to eight-page outline of the proposed module. It contains (1) statements of the terminal and enabling objectives, (2) an outline of the topics to be covered in the information sheets, (3) the proposed learning activities and feedback, (4) a tentative list of the performance assessment criteria, and (5) a list of the specific competency statements to be addressed by the module.

The prospectus is generally drafted by the Consortium staff writer after he or she has analyzed the competencies to be covered and reviewed the available literature. The prospectus is further developed and refined, however, at a one-day conceptualization meeting involving the consultant writers and Consortium staff. Three copies of the refined prospectus are submitted to each state representative for review and critique by the persons they designate. A 20-day turnaround time for review is requested so that the module writers can benefit from the critiques received as they prepare the field-review version.

Preparation of the field-review version. After the conceptualization meeting, the two consultant writers are asked to immediately begin the preparation of information sheets, case studies, model answers, etc., based on their actual knowledge, experience, and expertise in the particular area. At the same time, the National Center staff writer continues the search for relevant literature and sample materials. The staff writer maintains contact with the consultant writers to answer questions, check on progress, and relay information received from the prospectus critiques.

Once materials are received from the two consultants, the staff writer prepares the field-review version by merging, rewriting, editing, and formatting the material into a full-blown draft of the module. It is then reviewed internally by another Consortium staff member before duplication of the field-review copies. Six copies of the field-review version of the module are sent either to the state representative or directly to the persons previously designated for voluntary reviews in each state. A module reviewer's checklist and directions for completing the reviews accompany each module. At the same time, three paid consultant reviewers are asked to provide detailed reviews and written critiques of the module. Again, a 20-day review period is used so that the reviewers' comments can be obtained as quickly as possible and used in preparing the field-test version.

Preparation of the field-test version. All the field-review module checklists and the written suggestions received are summarized and analyzed as the major input into development of the field-test version of the module. Commonly, two or three Consortium staff members review the comments and suggestions for improvement and decide on the changes to be made by the staff writer. When necessary, another consultant may be employed, or one or both of the initial writer/consultants may be asked to supply additional material.

Once the field-test version has been prepared, it is again reviewed internally by another Consortium staff member before duplication for field-test purposes. Each member state and/or cooperative institution of higher education receives

30 copies of each module for field testing. Field-test guidelines and instruments are provided for use by both the resource persons and administrator trainees. In most states, an orientation and training session has also been conducted to prepare resource persons for their role in field testing.

Preparation of the published edition. At this stage of development, field-test data from all states is summarized and analyzed as a basis for preparation of the published version of each module. Our goal is to collect data from at least five different states and a minimum of 50 administrator trainees before revision is begun. Once published, 30 copies of the module are supplied to each member state. At this point, copies are also available to anyone else desiring them through regular National Center publications channels.

Nature of Modules

Each module covers a single broad competency or skill area (usually encompassing two or more related subtasks) needed by local administrators to carry out their responsibilities effectively. Through a variety of learning activities, learners obtain background information concerning the skill covered, apply that information in practice or simulated situations, and eventually demonstrate the competency in an actual administrative situation. During the final learning experience, the administrator's performance is assessed by a resource person using a checklist of specific performance criteria.

The modules can be used in preservice or inservice workshops, graduate courses at universities, internship or externship leadership development programs, and other programs. While the modules are designed for individual use, permit self-pacing, and require few outside resources, they are not totally self-instructional. Preferably, they should be used under the guidance of a qualified resource person who can advise learners and evaluate their progress. This might be a university professor, a state department of education supervisor, or an administrator at the state, regional, or local level.

The funds from an individual state support the development and field testing of one module, but by participating in the Consortium, each member state has immediate access to all the modules being developed. A comprehensive listing of the module titles currently available and those under development by the Consortium is shown in sample 1.

User Reactions

A few of the comments received from module users are presented in the following paragraphs. The two statements that follow reflect the feelings of two resource persons (teacher educators):

- The National Center's modules are down to earth, to the point, and focus on administrative concerns as they apply to vocational education. There are many materials available to train general education administrators. However, materials that apply these concepts to a vocational

SAMPLE 1

COMPETENCY-BASED ADMINSTRATOR EDUCATION MATERIALS

A. Module Titles Currently Available

LT 58B-1	Organize and Work with a Local Vocational Education Advisory Council	$5.50
LT 58B-2	Supervise Vocational Education Personnel	$5.10
LT 58B-3	Appraise the Personnel Development Needs of Vocational Teachers	$7.25
LT 58B-4	Establish a Student Placement Service and Coordinate Follow-up Studies	$6.75
LT 58B-5	Develop Local Plans for Vocational Education: Part I	$7.25
LT 58B-6	Develop Local Plans for Vocational Education: Part II	$6.75
LT 58B-7	Direct Curriculum Development	$4.50
LT 58B-8	Guide the Development and Improvement of Instruction	$5.50
LT 58B-9	Promote the Vocational Education Program	$6.25
LT 58B-10	Direct Program Evaluation	$5.10
LT 58B-11	Manage Student Recruitment and Admissions	$5.50
LT 58B-12	Provide a Staff Development Program	$5.10
LT 58B-13	Prepare Vocational Education Budgets	$6.25
LT 58B-14	Manage the Purchase of Equipment, Supplies, and Insurance	$5.50
LT 58B-15	Evaluate Staff Performance	$6.25
LT 58B-16	Manage Vocational Buildings and Equipment	$7.25

B. Module Titles (Tentative) Currently Under Development by Consortium

Involve the Community in Vocational Education
Identify Financial Resources for Vocational Education
Select School Personnel
Use Resources to Help Solve Educational Problems
Provide Buildings and Equipment for Vocational Education
Manage School Personnel Affairs
Provide Systematic Guidance Services for Vocational Students
Initiate a Personal Professional Development Plan
Cooperate with Governmental and Community Agencies
Develop Funding Applications and Proposals
Maintain School Discipline
Manage the Development of Master Schedules

C. Supportive Materials Currently Available/Under Development

LT 58A	Guide to Using Competency-Based Vocational Education Administrator Materials	$2.20
RD 141	The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education	$6.75
RD 142	The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education	$7.25
	Guide to Vocational/Technical Education Program Alternatives: Secondary and Postsecondary	

education setting are extremely rare. These modules bridge that gap and, to my knowledge, are the only materials in America that adequately meet our training needs. (Chairperson, Department of Vocational Education)

- The modules have tremendous potential in the preparation of vocational supervisors and directors. I can see their effectiveness in both the pre- and inservice phases of our intern leadership development program. The modules were well received by our interns. (Director, Intern Leadership Development Program)

Administrator trainees, when asked what they liked best about the modules, have listed the following strengths of the modularized approach:

- The common sense and theory combined
- The true-to-life experiences
- Cooperation and exchange with my resource person
- Being able to work at my own pace and convenience
- Opportunity to seek help from resource people
- Being given a chance to perform

Summary and Conclusions

The viability of the cooperative-development approach as a cost-effective procedure for developing and field testing high-quality professional materials that meet the identified needs of several states has been successfully demonstrated through the Consortium's first three years of operation. Perhaps the best measure of the Consortium's success is indicated by the fact that most member states are continuing their financial support and participation in the Consortium for a fourth year. Several additional states are also considering membership.

The formation and operation of the multi-state Consortium has led to the following recognized advantages over individual state efforts:

- Member states can effectively pool limited financial resources for curriculum development purposes. The cooperative approach permits major savings as compared to the cost of individual state efforts, if such efforts are possible at all.
- Member states can effectively pool the professional expertise needed to develop, critique, revise, field test, and publish high-quality materials addressing many different competencies.
- Through cooperative development, member states can avoid the unnnecessary duplication of effort and enhance the quality of the materials developed.

Reference:

Norton, Robert E.; Ross, Kristy L.; Garcia, Gonzalo; and Hobart, Barry. The Identification and National Verification of Competencies Important to Secondary and Postsecondary Administrators of Vocational Education. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

THE FLORIDA PRESERVICE AND INSERVICE VOCATIONAL ADMINISTRATOR EXTERN TRAINING PROGRAM

Dominic A. Mohamed

In its 1980-81 implementation phase, the Florida Preservice and Inservice Vocational Administrator Extern Training Program emphasizes the development of an extern model that will be transportable through the entire state after 1980-81. Accordingly, there is only one program during this first year. This one program is headquartered at Florida International University, but it is operated regionally with five other state universities.

Participants

The target groups for the program are noncertified county directors, area directors, assistant area directors, and uncertified community/junior college deans and directors, selected in the following order:

- Prospective county directors and area center directors
- Certified vocational administrators desiring renewal
- Comprehensive high school principals and assistant principals in charge of instructional/vocational programs

The total number of participants in the program is 56; they include the following:

- 13 county directors of vocational and adult education programs
- 7 directors of area vocational-technical institutes
- 15 deans and directors of occupational education programs at community/junior colleges
- 9 principals of comprehensive high schools
- 12 regional consultants from the Florida State Department of Education, Division of Vocational Education

No data are available on a statewide basis in regard to the supply and demand of vocational administrators.

Participant Selection

Participant selection was critical to the outcomes of this program. Major emphasis was given to selecting only those individuals who were willing to make a commitment to the activities, goals, and purposes of the program. This commitment outweighed other elements in the selection process in order to (1) help demonstrate the viability of the extern model, (2) build an institutional commitment to continue the program, and (3) attract future participants and target populations to the program. With these outcomes in

mind, it was deemed better to involve a committed individual from the alternate groups rather than an unwilling individual from the target groups.

The selection requirements were as follows:

- The applicant must hold a regular teaching certificate in vocational education.
- The level of training shown on the certificate should be master's or higher-degree level, in combination with "Vocational" or "Advanced Vocational."
- The regular certificate should include a vocational instructional level-seven subject. For certification in vocational agriculture, industrial arts, and vocational home economics, the applicant must contact the certification office for additional requirements (e.g., occupational experience or professional education course requirements).
- The applicant must have three years of full-time vocational teaching experience.

The responsibility for participant selection was shared between the state department of education, the universities, and the local education agencies (LEAs). Final responsibility for selection, however, rested with the state director of vocational education.

Program Design

It is the responsibility of the LEAs to provide any necessary substitute personnel during the absence of selected individuals from the district. The Division of Vocational Education underwrites some expenses involved in the program, such as the summer workshop portion. The LEAs and/or participants, however, share some of the cost for the remaining portion of the program.

Instruction is competency-based. The program uses the vocational administrator competencies and general school administrator competencies that have been developed under the sponsorship of the State Council on Teacher Education. Consortium-developed (The National Center for Research in Vocational Education) and locally developed modules are used to deliver instruction covering these competencies.

Instruction is individualized. All participants entering this program are required to fill out an Applicant Data Form. Information gathered using this form is evaluated by the State Teacher Certification Office in Tallahassee in terms of individual certification status. Participants also complete the Vocational Administrator Competencies Checklist and the General School Administrator Competencies Checklist. Data from these checklists is reviewed by program staff to determine each participant's level of proficiency in these competencies.

Based on the participant needs identified, an individual program is prescribed. Each participant, under the guidance of a vocational teacher educator and other resource persons, decides on the total number of instructional modules needed, as well as the sequence in which and pace at which he/she can best accomplish the required competencies. This is accomplished within the state certification requirements for vocational administrators.

Instruction is modularized. The modules used in the program provide the student with theoretical knowledge concerning each competency, as well as with opportunities to practice the competency. Students are provided with immediate feedback after each learning experience in the form of (1) self-checks and model answers, or (2) checklists used by the student, a resource person, or peers in rating the student's performance. When a student feels that he/she has adequate background and practice in the competency, arrangements are made for him/her to complete the module's final experience: performance and evaluation of the competency in an actual administrative situation. A student may be recycled through additional learning experiences if it is determined through a consensus of the program staff that his/her level of competency does not meet the standard.

A variety of instructional methods is used. The program uses formal group instruction, seminars, supervised field/clinical experiences, on-the-job training, and internships. In addition, films, videotapes, and other mediated materials are used. Resource persons, too, are used, including university staff, staff in the Division of Vocational Education, local education personnel, and representatives of business, industry, and agriculture.

Instruction is field-based. The learning experiences are completed primarily in off-campus, field-based settings, using the Consortium-developed CBAE modules. Field visitations to each participant are made throughout the year by resource persons. A record of each visitation is maintained, using a Record of Field-School Visits Form. Final assessment of student performance is always conducted in the actual administrative situation.

Evaluation is structured and continual. Each learning experience in a module provides the performance criteria against which competency achievement can be measured. Each participant must meet the stated criteria at an acceptable level. Participants can videotape their performance while developing and mastering many of the competencies. The videotape can then be viewed by the participant for purposes of self-evaluation, or it can be viewed and evaluated by other participating vocational administrators, program staff, and consultants/resource persons.

As mentioned previously, whether a participant can successfully perform a given competency is determined by the resource person by evaluating the participant's performance in an actual administrative situation, using the criterion-referenced checklist provided in each module. Mastery of competencies by a participant is checked off on a Master Competencies List, which was generated from the information on the Applicant Data Form, the vocational

administrator competencies checklist, the general school administrator competencies checklist, and the evaluation form completed by the State Teacher Certification Office.

Exit requirements are specified. Mastery of the competencies identified in an individual participant's plan must be accomplished within one fiscal year--either in one year (August 1980 to August 1981) or in six months (August 1980 to March 1981). Final evaluation of each participant's competency will be made by the faculty of the cooperating university and regional staff of the state department. Other program resource persons will be consulted as necessary. Upon satisfactory completion of the program, the project director will recommend to the state department of education that the participant be certified.

Summary

The success of the program can be most clearly illustrated by the fact that a decision has been made recently to offer the program again in 1981-82 to accommodate the 30-40 applicants who did not get into the program in its first year.

Sample 1 provides a summary of the program, its components, and its advantages.

SAMPLE 1

FLORIDA PROGRAM SUMMARY

The advantages of Florida's competency-based vocational administrator program are as follows:

- The program is flexible.
- The emphasis is on competency attainment.
- Feedback is immediate.
- Instruction is more individualized.
- The trainee is more responsible for his/her own learning.
- The emphasis is on the ability to "do" as well as "know."
- The program is highly individualized.
- The program is based on expressed and observed needs (e.g., individual certification requirements).
- Resource persons help the trainee establish objectives and learning-experience plans.
- Resource persons are available whenever needed.
- Small-group and seminar sessions are held.
- The trainee works at his/her own rate to achieve competency.
- The trainee demonstrates proficiency on the job.
- Resource persons assess actual performance.
- Credit and certification are based on the achievement of competencies.

The components of Florida's vocational administrator extern program are as follows:

- It is a preservice and inservice approach.
- It involves planned and sequenced theoretical and practical experiences based on required competencies.
- It involves directed field/clinical experiences.
- It involves individual and group seminars.
- It requires interagency cooperation.
- It requires the establishment of individual and group objectives.
- It requires the participants and resource staff to plan and evaluate individual and group progress.
- It is comprehensive, in that it applies to all vocational service areas.

The advantages of Florida's vocational administrator extern program are as follows:

- The program does not require full-time participation.
- The extern stays at the same institution.
- There is meaningful involvement for extended periods.
- Field-based seminars/field experiences permit visits to exemplary programs and facilities.
- There is meaningful sharing of experiences, problems, and solutions.
- Externs are nominated by employing institutions.
- Externs attend a two-week summer workshop, during which they (1) decide on group objectives, (2) decide on individual objectives, and (3) develop plans of action.
- Externs attend 9-14 weekend seminars.
- Externs attend field/clinical experiences regularly.
- Externs implement their plans of action.
- Externs receive individual technical assistance.
- Program costs are shared.
- Academic credit is optional (4-16 credits per year).

PROGRAM LIFE (LEADERSHIP INTERN FIELD EXPERIENCE)

C. J. Cotrell

The Leadership Intern Field Experience (LIFE) Program at Temple University is normally used as the major area of concentration for the master's, specialist's, or doctoral degree programs in the Department of Vocational Education. Admission to the program involves the usual advanced-degree matriculation entrance requirements of the graduate school. However, admission to the internship phase of the program requires (1) an acceptable school site and willing and qualified resident leadership resource persons (RLRPs), and (2) sponsorship by a local director of vocational education. Several of the important features of the LIFE program are discussed very briefly in the following paragraphs.

LIFE is competency-based. Demonstrated application-level competency development is essential in order to receive vocational certification in Pennsylvania. Therefore, the leadership offerings at Temple University emphasize competency development rather than the accumulation of semester hours of credit. Although the program has to operate in a time-based university structure, exit from the curriculum is determined by competency attainment and not semester hours of credit.

Several studies were used in establishing the curricula for the LIFE program (Cotrell and English, 1978; Cotrell and Dunton, 1979; Dunton, 1979; Cotrell and Casler, 1980; and Drake, 1980). These studies resulted in the identification and verification of the competencies and terminal performance objectives essential to the preparation of vocational education curriculum specialists, supervisors, and directors.

The leadership curricula based upon the LIFE model of delivery system have been functioning since July 1, 1975. Approximately 150 persons have been served. Initially, curricula for the preparation of only supervisors and directors were offered. In July 1978, a pilot effort was launched to establish a curriculum for developing curriculum specialists.

LIFE is a program without walls. Twenty-four students are currently being served in the internship phase of the program. The school sites for the internships are located in the 17 counties in the eastern region of the state. Twelve interns are assigned to each of two field resource persons (FRPs), who travel distances of up to 150 miles to provide assistance to 20 different area vocational schools this semester. Twelve interns, with the usual geographic situation, is a full load for an FRP.

LIFE includes a pre-internship phase. Approximately 100 more students are in the pre-internship phase of the program. The outlines of program requirements indicate the courses that may be used to help a student prepare in the theory for the competencies to be developed. A majority of the pre-internship, or theory, courses or their equivalent are required for admission to the internship phase of the three curricula.

LIFE uses a career-ladder approach. The current leadership curricula have the following numbers of competencies (terminal performance objectives):

- Curriculum Specialist 38 competencies
- Supervisor 74 competencies
- Director 134 competencies

Completing the curriculum specialist option accomplishes approximately half of the competencies required in the supervisor's certification. Completing the supervisor's certification accomplishes over half of the competencies required in the director's certification. Consequently, the sequence of requirements amounts to a career-ladder approach.

The curriculum specialist helps teachers with curriculum development and instructional planning. The supervisor helps teachers with pedagogical skill acquisition, including curriculum development and instructional implementation strategies. The director's role encompasses the roles of the curriculum specialist and supervisor. In addition, the director is responsible for the management of fiscal affairs and buildings and equipment, and has greater responsibilities in the management of personnel, suppporting services, and internal and external communication.

LIFE is field-based. Application-level competency development is achieved through the internship phase of the program, which provides opportunity for the participants to put leadership theory into practice.

LIFE is flexible. The LIFE program is flexible in the time allowed for program completion, but the exit requirements remain constant. All persons must attain the competencies at the level specified in order to complete the program. For some, this may take only one semester, or it may require several semesters for those who enter with little appropriate knowledge of theory or with little practical experience.

LIFE is humanistic. The individualized nature of the program, as exemplified by the one-to-one helping relationship between each learner and resource person, requires that interpersonal communication skills be emphasized and practiced at all levels in the program. These skills must be used by the differentiated staff of the program to establish a model for the interns to use in developing helping skills of their own, which will enhance their capabilities in working with others. Good human relationships in day-to-day activities must be exemplified.

LIFE uses differentiated staffing. The program engages a coordinator, senior faculty, FRPs, and RLRPs. The coordinator is responsible for (1) handling admissions, (2) reviewing students' completion of the program, (3) assisting senior faculty who teach the pre-internship courses, (4) supervising and providing inservice education for FRPs, and (5) directing leadership theory seminar activities for the interns. The FRPs are full-time Temple University faculty who travel to the schools to assist the RLRPs and interns. The RLRPs are certificated local directors or supervisors who provide interns with the

day-to-day assistance they need on-site. The RLRP, usually the director of the school where the intern is employed, is a full-time local school employee and a part-time, nonpaid university faculty member.

Clinical supervision is a part of LIFE. The clinical supervision concept is practiced in this program since most of the assistance is provided on a one-to-one basis.

Self-pacing is a part of LIFE. The completion of a minimum of five modules per semester is required as part of a student's involvement in the leadership theory and seminar combination. However, an intern may complete many more modules within a semester. Several interns have completed seven or eight modules, and a few have completed as many as twelve.

This self-pacing concept is applied to application-level competency development as well. Interns may develop as many competencies during the semester as their energy and the situation in the particular school will permit. An intern may contract to develop ten competencies or forty, depending on the situation (e.g., an intern must have a minimum of two teachers to serve each week in order to obtain minimal experience in the vocational curriculum specialist and supervisor development programs).

LIFE has a "test-out" feature. Application-level competency documentation is possible through appropriate forms of evidence, as well as through direct observation by faculty. All persons seeking to test out must spend a minimum of one semester in the internship and leadership seminar combination in order to develop and organize the evidence that will document their competency attainment at the level specified for each competency.

There is a test-out arrangement for leadership theory, also. A student must have been cleared on the essential theory undergirding or supporting an application-level competency before attempting a particular competency at the application level. For theory courses in the pre-internship phase of the program, a final examination is available for testing out. Very few persons have elected this route--a two-hour written exam--but it is available. For the modular equivalent, when the person is in the internship phase of the program, the FRP "debriefs" an intern who wants to test out on a particular module or one of the learning experiences in a module.

LIFE is modularized. When students enter the internship phase of the program, they must register for a six-semester-hour combination of leadership seminar and internship. It is at this time that we find the National Center's CBAE modules to be most valuable. However, these are sometimes used in the pre-internship phase of the program also.

LIFE is individualized. In the process of developing a competency, an individual will have theory needs that may be met by individualized assistance and the selection of the appropriate module and learning experience.

It should be mentioned that the terminal performance objectives included in the National Center's CBAE modules are not used. The curricula for Temple

University's leadership program are based on Pennsylvania-specific terminal performance objectives that were developed through a consortium involving Pennsylvania universities in cooperation with local practitioners. Consequently, the Pennsylvania terminal performance objectives and performance assessment instruments are used.

Interns like to be rewarded frequently and become frustrated if it takes too long to reach a point at which achievement is recognized. The Pennsylvania performance assessment instruments normally deal with only one competency and are more specific than those provided in the National Center's modules, which tend to cover a cluster of competencies. Therefore, approximately four times as many recognition points are possible using the Pennsylvania instruments. It does not take as long to master one competency as it does to meet the criteria for a cluster of competencies.

With the Pennsylvania assessment instruments, it is also found that fewer important behaviors are likely to be overlooked, as can be the case with an instrument covering a cluster of competencies.

All of the National Center's competencies are accounted for in the Pennsylvania Consortium of Institution's list of competencies. The theory and simulation activities provided in the National Center's CBAE modules are most appropriate for use in Pennsylvania. While the competencies are clustered in the National Center's CBAE modules in a slightly different alignment than in Pennsylvania's list, these CBAE modules are by far the best and most compatible of those available. Ideally, it would be desirable to have a separate module for each of the Pennsylvania competencies. The need for the depth of essential theory has been felt by our faculty and interns, but over 100 modules would be required. It will be necessary to settle for approximately 30 modules in view of the lack of availability of dollars.

The evaluative criteria are communicated. Performance assessment instruments are given to the students in a notebook at the beginning of the internship program. These instruments (38 for the curriculum specialist, 74 for the supervisor, and 134 for the director) provide the equivalent of terminal performance objectives with explicit criteria. Such instruments serve the intern, as well as all persons helping the intern during competency completion.

Needs assessment guides competency selection. Upon entering the internship program, each student completes a needs assessment instrument. In addition, his/her present or former supervisors rate his/her competency level using identical instruments. The FRP then compares the ratings on these instruments, resolves discrepancies, and determines the needs of the intern. The competencies that need to be developed by the intern, as well as those already mastered that need to be documented, are identified in this manner. It is then a matter of selecting and sequencing the competencies that are to be developed and contracting for a specified number to be achieved during a particular semester.

Individualized prescriptions are developed. Once the needs assessment process is completed for a particular intern, the next step is to develop plans for how the intern will attain the identified competencies. In the prescription process, the particular activities, completion schedule, and persons to be involved are identified. The input of the RLRP is sought to make the competency-development experience most beneficial for the intern. The FRP coordinates this effort and also provides input concerning the most appropriate module to use to acquire the theory supporting each competency.

Feedback and self-evaluation are continual. In the process of developing a competency, interns are provided with feedback from RLRPs and FRPs to assist them in using the Pennsylvania performance assessment forms (application-level competency devlopment) and the theory-related feedback devices in the CBAE modules (understanding-level competency development) to self-evaluate their own performance.

Competency attainment is evaluated in stages. Once an intern feels that he/she has attained the appropriate level of performance in a given competency, there are three stages of review. In the first stage, the intern (1) carefully self-evaluates using the performance assessment instrument, (2) prepares a documentation background statement, and (3) in the case of key competencies, selects and presents tangible evidence of support.

In the second stage, the RLRP reviews the materials presented and rates the intern, using the performance assessment instrument. In the third stage, the FRP reviews all materials and (1) approves the attainment of the competency, or (2) directs the intern to recycle through appropriate learning experiences or to prepare and present better evidence or documentation.

References:

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THE OHIO VOCATIONAL EDUCATION LEADERSHIP PERSONNEL DEVELOPMENT PROGRAM

Carl V. Gorman

The passage of the Education Act of 1963 and subsequent federal legislation provided for the development and expansion of vocational education to an extent never before possible. Provisions set forth in federal legislation--providing for increased funding, expansion of the populations served, construction of new facilities, and leadership development--had a tremendous impact on teacher education institutions since they were given the primary responsibility for preparing leadership personnel to carry out the mandates of the legislation.

It was also during this time period that many states adopted legislation and standards that enabled them to broaden the scope of vocational/technical and adult education by establishing large organizational units that were administratively, educationally, and economically feasible. In Ohio, for instance, legislation was adopted that required every public school district to provide an adequate vocational program in accordance with the state standards established by the State Board of Education. Included in the law was the following stipulation:

> School districts with at least 1,500 students in grades 9 through 12 may plan by themselves. Districts with less than the minimum enrollment may either contract with larger districts for vocational education or become members of joint vocational school districts (Ohio Advisory Council for Vocational Education, 1977, p. 5).

The State Board of Education identified two basic standards for school districts to follow in selecting the appropriate alternative to meet the state mandate. The alternative selected should be designed to do the following:

- To serve a minimum of 40 percent of the 11th and 12th grade students if 50 percent or less were entering college or degree-granting higher education programs
- To provide 12 different occupational offerings and 20 classes (units) with no more than four being provided by cooperative methods (Ohio Advisory Council for Vocational Education, 1977, p. 5).

A look at Ohio's efforts in 1963 revealed that 1,134 units of vocational education were provided, requiring the services of 50 administrative and supervisory personnel. Today, there are 7,954 units, with 407 administrators.

The Leadership "Intern" Program, which prepares personnel in each of the five service areas, provides an alternative pattern for certification for vocationally qualified teachers seeking a director's or supervisor's certificate. That is, it is possible to fulfill the requirements for certification by successfully completing an extensive ten-month progam consisting of a six- or

eight-week preservice workshop, a ten-month internship, and three 2-day seminars. Intern directors participating in the program are required to attend the preservice phase of the program for eight weeks.

It was the anticipated growth of vocational education in 1965--along with Ohio's philosophy that creative and strong local leadership is best provided by certifying supervisors in each of the vocational service areas--that prompted the state department of education to ask the question, "How will the need for qualified administrative personnel be met?" It was in 1966, in this setting, that the Ohio Vocational Education Leadership Personnel Development Program was developed and initiated.

Program Nature and Scope

The goal of the leadership program is to prepare the additional personnel needed to provide the administrative and supervisory leadership services necessary for achieving the goal of providing vocational opportunities for all. The program is organized into three phases, as follows:

- Phase I: Preservice--This is an intensive six-week workshop, starting in July.
- Phase II: Internship--This is a ten-month experience in an intern position in a local school setting.
- Phase III: Inservice--Three 2-day seminars spaced throughout the internship (in November, February, and May) constitute the third organized activity.

Phase I: Preservice

Through the combined efforts of the instructional staff at Kent State University, local administrators, and state staff, a comprehensive program, concerned with all facets of vocational leadership, is presented. The organizational structure consists of both large- and small-group presentations. Topics of a general nature that are relevant to all vocational areas are presented in the large-group sessions in an effort to use time and staff economically. Topics that are unique to specific vocational service areas are presented in small-group sessions.

The preservice phase is planned, coordinated, and conducted by the project director and state staff from each of the vocational service areas. Activities in this phase are conducted five days per week, from 8:30 a.m. to 4:00 p.m., starting early in July. The preservice phase is six weeks in length for those preparing for supervision, and eight weeks for those preparing to become directors. The major objective of the preservice phase is to help each participant to develop the basic competencies and knowledge needed in order to function as an intern in a local school setting.

The competency areas and the content included in the preservice phase are listed in sample 1. A variety of methods and techniques are used in presenting the content material. Simulation experiences and problem-solving activities are used to help students achieve the program objectives. Directors, supervisors, and state staff help provide current information from the state and local levels. And the Competency-Based Adminstrator Education (CBAE) modules, developed by the National Center for Research in Vocational Education, are used extensively to cover specific topical areas of importance.

Phase II: Internship

The primary purpose of the internship is to provide practical experience in the supervision of vocational education, under the guidance of competent and experienced people at the operational level. The specific objectives of the program are (1) to provide opportunity for practical application of the institute content, (2) to relate theory and practice, (3) to provide guidance for further in-depth study of supervisory techniques and functions, and (4) to promote the exchange of ideas and concepts and to expand knowledge through professional seminars.

Intern placement is under the authority of the program director, working in cooperation with the assistant directors of vocational education in the state department. Reasonable efforts are made to provide placement near the intern's present residence. The placement criteria consider (1) the comprehensiveness of the vocational education programs and the extent of administrative support available at the school, (2) the educational needs of the intern, (3) the supervisory personnel strength at the local level, and (4) the professional and educational levels of the local personnel.

The internship consists of a ten-month period. Salary provisions for the intern are based on the regular salary schedule of the participating school. The salary is based on a ten-month contract. The local school is reimbursed at the rate of $8,500 from the State Department of Education, Division of Vocational Education.

The on-site supervision of interns is a cooperative effort, involving the program director, state supervisory staff, and local administrative/supervisory personnel. The supervision and support of the intern are important factors in achieving the objectives of the program.

The program director visits the intern on a bimonthly schedule for the purposes of (1) observation, and (2) the identification of problems and proposed solutions relative to a long-range study designed for the intern's professional development. The study involves the completion of specific reading assignments, the development of materials, and the performance of activities.

The state (area) supervisory staff also visit the intern to provide support and guidance, coordinate internship activities, and correlate workshop content with on-the-job experience. A training plan is developed for each intern so that the training is tailor-made to the needs of the intern.

SAMPLE 1

PRESERVICE PHASE: COMPETENCIES AND CONTENT

The competencies included in the preservice phase of the program are generally classified as follows:

- General administrative tasks
- Curriculum and instructional tasks
- Pupil personnel tasks
- Personnel administration tasks
- School and community relations tasks

The content for the program generally includes the following topical presentations:

- Philosophy and principles of vocational education
- Curriculum and instruction
- Organization and administration of vocational education--national, state, and local
- Program standards
- Construction and design of facilities
- Vocational finance
- Coordination with business and industry
- Development and improvement of instructional evaluation
- Legal regulations for vocational education
- Human relations and leadership
- Program promotion
- Communications
- Staff development

The specific topics that were presented in the 1981-82 preservice workshop included the following:

Week One

- Developing leadership in your teaching staff
- Vocational education in Ohio: state of the art
- Improving vocational education through leadership
- Philosophy of vocational education
- Time management
- Initiating change in your staff
- Evaluating teacher effectiveness
- Vocational education relations with news media

Week Two

- Office management
- Advisory committee involvement
- H.B. 94-142 and the vocational curriculum
- Providing leadership for special services
- Legal aspects of school operation
- Effective utilization of guidance services
- Staff motivation
- Providing leadership for youth organizations
- Techniques for starting the school year
- Concepts of leadership
- Solving conflicts through parent conferences

Week Three

- Programs of vocational education for special students (OWA-OWE)
- Developing decision-making skills
- Developing a leadership attitude
- Leadership through human relations
- Working with adult programs
- Career education: Ohio's continuum
- Personnel relations
- Writing specifications and bidding procedures
- Leap
- Program Review for Improvement, Development, and Evaluation (PRIDE)
- Budget preparation for vocational education

Week Four

- Delegation of responsibility and maintenance of control
- Problems in running a school: viable solutions
- Developing a departmental budget
- Construction of vocational facilities
- Rights and responsibilities of students
- Due process from a legal framework
- Improvement of instruction through classroom visitation and evaluation
- School finance

Week Five

- Principles of effective supervision
- Management by Objectives (MBO)
- Conference leadership
- Development and management of policy
- Selection and improvement of staff
- Field trip to Akron CETA center
- School/community relations
- Negotiations

Week Six

- Held in Columbus at the State Office Building
- Interns are assigned to specific service areas
- Interns receive technical information on program organization and implementation

eight-week preservice workshop, a ten-month internship, and three 2-day seminars. Intern directors participating in the program are required to attend the preservice phase of the program for eight weeks.

It was the anticipated growth of vocational education in 1965--along with Ohio's philosophy that creative and strong local leadership is best provided by certifying supervisors in each of the vocational service areas--that prompted the state department of education to ask the question, "How will the need for qualified administrative personnel be met?" It was in 1966, in this setting, that the Ohio Vocational Education Leadership Personnel Development Program was developed and initiated.

Program Nature and Scope

The goal of the leadership program is to prepare the additional personnel needed to provide the administrative and supervisory leadership services necessary for achieving the goal of providing vocational opportunities for all. The program is organized into three phases, as follows:

- Phase I: Preservice--This is an intensive six-week workshop, starting in July.
- Phase II: Internship--This is a ten-month experience in an intern position in a local school setting.
- Phase III: Inservice--Three 2-day seminars spaced throughout the internship (in November, February, and May) constitute the third organized activity.

Phase I: Preservice

Through the combined efforts of the instructional staff at Kent State University, local administrators, and state staff, a comprehensive program, concerned with all facets of vocational leadership, is presented. The organizational structure consists of both large- and small-group presentations. Topics of a general nature that are relevant to all vocational areas are presented in the large-group sessions in an effort to use time and staff economically. Topics that are unique to specific vocational service areas are presented in small-group sessions.

The preservice phase is planned, coordinated, and conducted by the project director and state staff from each of the vocational service areas. Activities in this phase are conducted five days per week, from 8:30 a.m. to 4:00 p.m., starting early in July. The preservice phase is six weeks in length for those preparing for supervision, and eight weeks for those preparing to become directors. The major objective of the preservice phase is to help each participant to develop the basic competencies and knowledge needed in order to function as an intern in a local school setting.

Week Two

- Office management
- Advisory committee involvement
- H.B. 94-142 and the vocational curriculum
- Providing leadership for special services
- Legal aspects of school operation
- Effective utilization of guidance services
- Staff motivation
- Providing leadership for youth organizations
- Techniques for starting the school year
- Concepts of leadership
- Solving conflicts through parent conferences

Week Three

- Programs of vocational education for special students (OVA-OVE)
- Developing decision-making skills
- Developing a leadership attitude
- Leadership through human relations
- Working with adult programs
- Career education: Ohio's continuum
- Personnel relations
- Writing specifications and bidding procedures
- Leap
- Program Review for Improvement, Development, and Evaluation (PRIDE)
- Budget preparation for vocational education

Week Four

- Delegation of responsibility and maintenance of control
- Problems in running a school: viable solutions
- Developing a departmental budget
- Construction of vocational facilities
- Rights and responsibilities of students
- Due process from a legal framework
- Improvement of instruction through classroom visitation and evaluation
- School finance

Week Five

- Principles of effective supervision
- Management by Objectives (MBO)
- Conference leadership
- Development and management of policy
- Selection and improvement of staff
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- Negotiations

Week Six

- Held in Columbus at the State Office Building
- Interns are assigned to specific service areas
- Interns receive technical information on program organization and implementation

The local administrative/supervisory personnel provide day-to-day support and supervision of the intern's on-the-job activities, in keeping with the provisions of the program.

It is recommended that each intern perform a wide variety of supervisory and administrative functions and activities. The internship serves as a follow-up of the preservice institute content. The functions and activities are based upon a job analysis of a vocational supervisor's or director's position. The specific activities and responsibilities undertaken should provide a depth and breadth of supervisory and/or administrative experience. Special emphasis is given to the supervision of instruction and to curriculum development, including research and evaluation.

Phase III: Seminars

Inservice seminars are each two days in length and are scheduled in November, February, and May. The seminar activities provide an opportunity for interns to share and compare experiences and concerns, and to consult with state authorities and consultants in each service area. The seminars are spaced throughout the year's internship in order to capitalize on the trainee's experiences. The costs of the seminars are covered by the program, and trainees are reimbursed for the approved cost of participation.

The scope and depth of study are coordinated with the current operational needs and are adjusted in keeping with the situational needs as identified. In the beginning, the high priority was the promotion, development, and organization of the program in virgin geographic areas. As the master plan was beginning to become a reality, curriculum and instructional supervision emerged as critical needs, and the program was modified to meet these needs.

The primary goal of the program during the first five years was to prepare personnel to serve administrative functions (i.e., to serve as directors). In 1971, the program concern was to prepare personnel to manage curriculum and instruction (i.e., to serve as supervisors). Presently, the program is designed as a dual or parallel program, providing both a program aimed at preparing supervisory personnel and a program designed to prepare administrative personnel.

Two basic tenets of vocational education--"learning by doing" and "the application of knowledge"--are an integral part of the intern experience. The trainee can actually apply knowledge and competencies gained in the workshop to real situations, under the leadership and guidance of an experienced administrator.

Incentives

In order to encourage participation in the program, incentives are provided to the individual--namely (1) an opportunity to prepare for and enter an administrative leadership position in an accelerated manner, (2) a stipend of $100

per week to help cover living expenses during the preservice phase, and (3) 10-12 semester hours of university credit.

Incentive for local districts to participate is provided by a reimbursement of $8,500. This is $1,000 more than is reimbursed for a regular administrative position.

Criteria for Admission

To be considered for admission into the program, a person must (1) have earned a bachelor's degree from a recognized and approved university, (2) have had 27 months of successful experience as a vocational instructor, and (3) have leadership potential and interest.

In order to be selected as a cooperative internship location, a school district must meet the state program standards for a comprehensive vocational program.

Advisory Committee Involvement

Coordinating the program with actual needs is achieved by using input from an advisory committee. The committee membership is representative of both local and state levels, and it includes personnel from administrative, supervisory, and instructional positions. By incorporating constant assessment and constructive criticism of the program into program planning, the coordination of the leadership program with changing and developing needs is accomplished.

Results

The current program being completed in June 1982 will conclude 16 years of program effort aimed at providing a supply of qualified personnel to assist in achieving the objective of providing vocational opportunities to all throughout the state. As of June 1981, 378 persons had participated in the program. Follow-up data on the participants from 1966 to 1980 revealed the following:

- 78 persons are serving in director/administrator roles in Ohio
- 207 persons are serving in supervisory roles in Ohio
- 14 persons are vocational teachers and coordinators in Ohio
- 12 persons are serving vocational administrative functions in other states
- 10 persons are superintendents of vocational education districts
- 12 persons are university staff members in vocational education
- 9 persons are state staff members
- 7 persons are staff members at technical institutes

- 12 persons have retired
- 5 persons are deceased
- 12 persons have left education

A recent survey indicated that 89 vocational education planning districts (VEPDs), out of a total of 102, are using the services of personnel prepared through the leadership program. This is a total of 88 percent of the existing districts and is concrete evidence of the acceptance of the program at the local level. Presently in Ohio, program graduates comprise approximately 60 percent of the personnel providing leadership in vocational education at the local level.

The Ohio Vocational Education Leadership Personnel Development Program has been extremely successful in preparing teachers to assume leadership positions as directors and supervisors. The organizational structure of the program illustrates how local, state, and federal agencies can work cooperatively to prepare a cadre of leadership personnel for vocational schools.

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Ohio Advisory Council for Vocational Education. Eighth Annual Report. Columbus, OH: Ohio Advisory Council for Vocational Education, 1977.

COMPETENCY-BASED VOCATIONAL ADMINISTRATOR EDUCATION: AN ILLINOIS FOLLOW-UP

James C. Parker and Wayne S. Ramp

During the past decade, much has been written about competency-based education (CBE), particulary in vocational education. Nationwide, a public and political press for detailed educational accountability has caused numerous educators to turn to CBE in order to be responsive to educational needs while documenting educational outcomes. For example, a major effort is currently underway at the National Center for Research in Vocational Education to develop an approach to both performance-based teacher education (PBTE) and competency-based administrator education (CBAE) that would have national applicability. PBTE and CBAE are alike in that they are part and parcel of a professional effort to specify not only the appropriate tasks for a position, but also the minimum levels of performance below which no successful person shall fall.

Vocational educators in Illinois have not been out of step with national happenings. Spurred by Illinois State Teacher Certification Board requirements for administrator certification, vocational educators in Illinois have turned to CBAE in an effort to be responsive to national happenings, as well as to identified yet unmet vocational education administrator training needs in Illinois.

Background

In October 1970 and again six months later in April 1971, the Illinois agency in charge of vocational and technical education sponsored vocational teacher education workshops to identify the competencies needed by practicing occupational educators. The second of these workshops focused almost exclusively on program administrative functions at the local level. As a result, the state vocational education office requested proposals for the designing of a model competency-based graduate program in occupational education administration. Subsequently, a joint contract to design a model program was awarded in 1971-72 to Illinois State University (ISU) and Southern Illinois University at Carbondale (SIU-C).

Model Program

Using competency statements identified in the state agency competency workshops and through a review of the literature, researchers at ISU and SIU-C verified--via statewide questionnaire surveys--those vocational education administration competencies deemed essential by local school superintendents and vocational directors (Harrington, 1973). The findings and recommendations of the study were published under the title, A Competency Based Model Graduate Program in Occupational Education Administration (Ramp and Anderson, 1972).

The model program catalogued the 159 performances found to be essential to local vocational education administration under seven performance areas. The individual performances, as well as each performance area, were guided by molar competencies (i.e., central competency masses represented in performance areas) as shown in sample 1. Each performance area was subdivided into performance clusters that specified the conditions under which administrative performance (knowledge, skills, behaviors) was likely to occur.

Implementation

Upon publication of the model, ISU and SIU-C were given the opportunity to develop implementation procedures and to field test the model. From 1972-76, implementation efforts at these two institutions were funded by the state vocational and technical education agency.

The implementation effort at ISU was known as ABC: Administration by Competency. The program was largely campus-based, involving students who were interested in career education and career education administration. Efforts were concentrated on the development of instructional modules to support implementation of the model (Edwards, 1974).

At SIU-C, the implementation effort was called OEAP: The Occupational Education Administration Project. The program was largely field-based, involving students who were vocational education teachers and administrators. Efforts were concentrated on the development of a transportable model program that could be adopted/adapted at other locations (Ramp and Parker, 1974).

Between 1976 and 1980, the Department of Adult, Vocational and Technical Education of the Illinois State Board of Education funded implementation efforts at Northern Illinois University (NIU). The major thrust was to apply the model specifically to the preparation of females and ethnic-minority persons for vocational education administration. At NIU, the program was known as New Opportunities in Vocational Education. This program was campus- and field-based. Efforts were concentrated on the adoption/adaption of existing materials, as well as on the development of new materials for use by female and ethnic-minority teachers and students as they prepared to become vocational education administrators (Frank and White, 1977).

More than 100 persons have participated in occupational education leadership development programs at these three universities. In 1977-78, the Illinois Department of Adult, Vocational and Technical Education supported a project to synthesize and disseminate the knowledge gained in six years at ISU, NIU, and SIU-C (Ramp and Parker, 1978).

But what were the programs' successes and failures?

SAMPLE 1

PERFORMANCE AREAS AND MOLAR COMPETENCIES

Performance Area	Molar Competency
1. Program Planning & Implementation	Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.
2. Staffing the Program	Analyze, from a base of knowledge, sources of applicants and the requirements of each position in terms of job specification, professional preparation, and interpersonal relations needed for the position.
3. Personnel Development & Management	Stimulate the development of, establish, and evaluate the criteria and processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the high quality of the faculty and high faculty morale.
4. Program Operation & Evaluation	Place in operation all program components, staff, students, and all other resources to provide a functional program that meets the needs of students and community.
5. Program Management	Apply management techniques to all aspects of a total vocational program, utilizing external and internal resources.
6. Management of Physical Facilities, Supplies, & Equipment	Prepare budgets and acquire and utilize facilities, supplies, and equipment to their greatest advantage for the institution.
7. Public Relations	Analyze the overall structural aspect of the public relations and publicity network in order to (a) better evaluate sources and kinds of information available, (b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and (c) become personally involved in service groups.

Follow-up with Participants--1978

As part of an effort to learn about the programs' positive and negative aspects, researchers at SIU-C conducted a follow-up survey of the 100 former ISU, NIU, and SIU-C competency-based vocational administrator education (CBVAE) participants (Parker, Ramp, and Allen, 1980). A cover letter outlining the purpose of the follow-up study, a questionnaire soliciting both factual and perceptual information, and a reminder were sent to each of the former participants.

The purposes of the follow-up study were to learn (1) whether participants had met minimum requirements for administrative certification, and (2) whether they viewed their preparation programs positively, indifferently, or negatively.

The questionnaires sought information concerning participants' educational attainment, administrative certification attainment, mode of participation in the three programs, and perceptions concerning their CBVAE program experiences.

A total of 79 usable questionnaires were returned.

Follow-up Study Results

Degrees. Responses indicated that the model CBVAE programs were graduate offerings. All the respondents had completed bachelor's degrees prior to pursuing their CBVAE programs, and all had now completed at least a master's degree--a minimum degree requirement for administrative certification in Illinois--or expected to complete this degree by the end of their CBVAE program.

At the time that they completed the survey, some respondents had completed or were pursuing specialist's or doctoral degrees parallel to CBVAE program participation. There was indication that some participants undertook CBVAE not for graduate degrees but only for administrative certification. A total of 42 percent of the respondents indicated that they completed a degree as part of their CBVAE program. A total of 81 percent indicated that they became eligible for administrative certification as a result of CBVAE program participation.

Certification. Of the 64 persons who indicated that they were eligible for Illinois administrative certification upon completion of their program, 40 percent said they were eligible for Level I, General Supervisory Endorsement--the minimum necessary to perform as a vocational director. A total of 55 percent were eligible for Level II, General Administrative Endorsement--the endorsement allowing one to perform any administrative role except superintendent. And a total of 5 percent were eligible for Level III, Superintendent Endorsement. In other words, 60 percent of the respondents had pursued certification programs (Levels II and III) that would allow them to move up in the administrative hierarchy of Illinois public school systems.

Mode of participation. As is typical of many graduate students, 87 percent of the respondents indicated that they held jobs while in their CBVAE program. Most of the respondents said they held professional education positions in a school or university while pursuing their CBVAE program; a few said they held jobs outside professional education.

Perceptions. Participants' responses concerning their perceptions about their CBVAE program experiences are shown in table 1.

Follow-up with Participants' Employers--1979

In a further effort to learn about the efficacy of participants' CBVAE programs, the writers conducted a follow-up survey aimed at the employers of the 100 former ISU, NIU, and SIU-C participants who themselves had been surveyed the year before. In late February 1979, each former participant was asked to supply the name, address, and telephone number of his/her employer (i.e., his/her immediate supervisor). As responses were received, a cover letter and a questionnaire were sent to each of the identified employers.

The purposes of the employer survey were to learn (1) whether participants had met requirements for administrative positions, and (2) whether employers viewed former CBVAE participants' preparation programs and job performance positively, indifferently, or negatively.

By 1979, a total of 10 of the 100 former participants who had been surveyed in 1978 had moved and left no forwarding address. Thus, 90 former participants were asked to identify their employers. Of this 90, a total of 59 (66%) responded. However, two former participants indicated that they were no longer employed in education and did not think the study would be pertinent to their situations. Thus, 57 former participants (63%) gave permission to contact their employers.

Accordingly, 57 survey instruments were sent to employers. A total of 57 surveys were returned; however, three employers chose not to rate their employees. Consequently, usable data were secured from 54 of 90 former participants (60%).

Following examination of the returns, it was evident that (1) all six years of CBVAE programs were adequately represented among the responses; (2) the female-male ratio (28% : 72%) of those former participants for whom the researchers had employer returns was sufficiently close to the female-male population ratio (30% : 70%); and (3) the ratio of administrative certification endorsements reported by employers was very close to that which participants had reported earlier.

Employer Survey Results

Certification. Employers were asked to report their employee's administrative endorsement level only if they knew the endorsement held. Of the 54 employers

TABLE 1

PARTICIPANTS' PERCEPTIONS ABOUT THEIR CBVAE PROGRAMS

(N = 79)

1. Did participation in the program help you attain your present position?	Most Definitely	35%	8% 48% Probably (9%, no response)	Not At all
2. Did the program meet your expectations?	More than Anticipated	73%	22% 4% Neutral (1%, no response)	Less Than Anticipated
3. Compared to traditional programs, was the competency based approach of your program in your judgment...?	More Effective	75%	21% 1% About as Effective (3%, no response)	Less Effective
4. How would you rate the program overall?	Excellent	86%	11% 3% No Effect (0%, no response)	Unsatisfactory
5. Has what you experienced in the program influenced your behavior in your position?	Very Positive Effect	87%	10% 0% No Effect (3%, no response)	Very Negative Effect
6. Would you recommend the program to someone who has similar goals?	Highly Recommended	88%	9% 3% Neutral (0%, no response)	Don't Recommend

who responded to the follow-up survey, 34 (63%) indicated that they knew what endorsement their employee held. As indicated previously, participants had reported that 40% held Level I certificates, 55% held Level II certificates, and 5% held Level III certificates. The employers indicated that 32% held Level I certificates, 62% held Level II certificates, and 6% held Level III certificates. These responses are very similar.

Each employer also reported his/her employee's job title. Relating those job titles one by one to the administrative endorsement level held, 85% (N=34) of the former participants hold a certification endorsement that, in Illinois, would allow them to move up in the administrative hierarchy from the position they now hold. For example, a teacher could move to department head or to vocational director; a vocational director could move to principal or to assistant superintendent; and so on.

Employment. In the 1978 survey of former participants, it was learned that approximately 3% were students or unemployed persons, 43% were teachers, and 50% were school services personnel and school or business administrators. The occupations held by 4% of the participants were not reported. In the 1979 survey of employers, the occupations of the former CBVAE participants remained, overall, virtually the same: 41% teachers, 53% school services personnel and school or business administrators, and 4% not reported. Participants reported as being teachers had from 1-20+ years of experience in that position. Participants reported as being school services personnel and administrators had from 1-18 years of experience in that position.

Employer-supplied data concerning the 15 female former participants showed that 10 were teachers, 3 were school services personnel (i.e., advisors/counselors), 1 was an owner/manager of a business, and 1 was a director of vocational education. Employer-supplied data concerning the 39 male former participants showed that 12 were teachers, 2 were school services personnel, 1 was a district manager for a business, and 22 were school administrators (16 directors or coordinators of vocational education, 4 principals, 1 dean of instruction, and 1 assistant superintendent). Job titles for two men were not reported. In other words, there was one woman among the 23 persons who had moved into the ranks of school administration.

Perceptions. Six items on the survey instrument sought an employer's perceptions about his/her employee's job performance and CBVAE program experiences. The responses are shown in table 2.

Discussion of Participant and Employer Surveys

Participants from the three universities, as well as their employers, are positive about the CBVAE programs, but neither participants nor their employers perceived that participation in a CBVAE program more often than not helped them to attain their post-program jobs (see table 1, item 1, and table 2, item 1). In view of the strong ratings given by both participants and employers for CBVAE overall (e.g., see table 2, item 6, and table 1, items 2 and 4),

TABLE 2

EMPLOYERS' PERCEPTIONS ABOUT THEIR EMPLOYEES' JOB PERFORMANCE AND CBVAE PROGRAM EXPERIENCES

(N = 54)

Item			
1. Did participation in a CBVAE program help this employee to attain his/her present position?	Most Definitely	30% 19% 52% Probably (0%, no response)	Not at All
2. Based on this employee's performance, how would you rate the competency based approach to administrator education?	More Effective than Traditional Programs	57% 31% 4% About as Effective (7%, no response)	Less Effective Than Traditional Programs
3. Is it your judgment that participation in a CBVAE program influenced this employee's behavior in his/her position?	Very Positive Effect	74% 20% 2% No Effect (4%, no response)	Very Negative Effect
4. Based on this employee's job performance, would you recommend a CBVAE program to someone who has similar goals as this employee?	Highly Recommended	72% 15% 8% Neutral (6%, no response)	Wouldn't Recommend
5. How would you rate this employee's job performance overall?	Excellent	87% 9% 4% Average (0%, no response)	Unsatisfactory
6. In general, what is your opinion of the competency based approach to the preparation of professional educators?	Highly Recommended	74% 20% 0% No Opinion (6%, no response)	Wouldn't Recommend

one might have speculated that participation in a CBVAE program would have been more influential in the attainment of jobs.

No real movement toward attainment of administrative positions can be seen in the data reported in 1978 and 1979. However, participants have the required basis for attainment--certification. Therefore, attainment of administrative positions is still possible over the next several years.

Employers are not generally as enthusiastic about the competency-based approach (as revealed through their ratings of the employees' job performance) as are the former participants themselves (see table 2, item 2, and table 1, item 3). However, an examination of the items (e.g., items 2-6) from both surveys reveals a positive endorsement of CBVAE program experiences. By approximately 3:1, both former participants and their employers (1) perceive that CBVAE experiences positively influenced the participant's behavior in his/her position (see table 1, item 5, and table 2, item 3); and (2) would recommend a CBVAE program to someone who has similar career goals (see table 1, item 6, and table 2, item 4).

Participants felt that their CBVAE programs met their expectations (see table 1, item 2) and that their progrm merited a positive mark (see table 1, item 4). Similarly, employers felt that their CBVAE employees were performing generally above average (see table 2, item 5) and that the competency-based approach was a recommendable approach to the preparation of professional educators (see table 2, item 6).

In the 1978 survey of participants, some of the program's strengths that were cited by respondents included the following:

- Some freedom to choose materials and to work at one's own pace
- Program content and materials covered pertinent adminstrative competencies and provided real-life experiences through membership on visiting evaluation teams and through internships
- Direct contact with personnel in the state agency of adult, vocational and technical education
- Coordination of field experiences with academic experiences

Respondents wished that (1) more "at hand" materials and resource persons had been available; (2) better placement services had been afforded; (3) more recognition of competencies by local schools had been attained; and (4) better assessment of competency attainment had been accomplished.

With one exception, the employer surveys show the females concentrated in the teaching and school services ranks. Based on the years of experience reported, it does not seem that females have not been promoted to adminstrative positions becuase of a lack of experience. In fact, the two persons with the longest reported tenure (more than 20 years each) were females.

Conclusion

The perceived impact of CBVAE programs at the three Illinois universities has been substantial and positive as far as participants and employers are concerned. Concern for accountability and responsible educational outcomes in response to educational needs has afforded positive results in Illinois CBVAE preparation programs. The model program seems to be a valid and useful guide in preparing vocational education administrators.

But, developmental work in CBVAE is not over. Competency is not a destination; rather, it is a journey to be re-routed as educational needs change. And, like beauty, competency is in the eye of the beholder. Acute problems remain. Among these are the need for (1) techniques for the assessment of competency attainment that will demonstrably predict the probability of administrative success, (2) the publication and wide availability of high-quality CBVAE instructional materials, and (3) attention to be paid to the special developmental needs of vocational education administrators, particularly minority persons and women. Fortunately, work aimed at addressing these and other needs is beginning to emerge in a few states and at the National Center for Research in Vocational Education.

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PART V: SMALL-GROUP REPORTS

PERFORMANCE-BASED TEACHER EDUCATION (PBTE): PRESERVICE

Glen E. Fardig, Group Leader
Ruth M. Lungstrum, Recorder

Implementing preservice PBTE is "akin to arranging feathers on the front porch on a windy day."

Topic: Implementing PBTE in undergraduate, four-year programs (e.g., business education, home economics education, distributive education)

Problems:

- How do you arrange to have preservice students evaluated using the final experience and an actual school situation? Evaluation is probably usually conducted in a simulated, on-campus setting. Evaluation is thus done under simulated, not actual, conditions.
- How do you handle the situation in which the intern/student teacher is in a different vocational service area--has different content expertise--than the resource person (e.g., an intern in business education working under the guidance of a field resource person with a background in cosmetology)?
- How do you arrange for the use of VTR equipment, which is not a usual tool, and what should be the procedures for its use in a PBTE program that is not field-based?
- How is it possible for regular teacher education faculty to add field visitations/evaluations to their regular teaching loads?
- Is a cognitive test an effective tool for measuring the continuity of cognition aspects?
- What can one do about the diversity of students' ages within a single class? Some are too young to have the necessary level of commitment to teaching. Some older students, who have long experience with traditional teaching/learning approaches, might be threatened by having to perform.
- How can a single set of materials and procedures be appropriate for teachers at all levels (e.g., secondary and postsecondary), in all settings (e.g., public, proprietary, penal), in all content areas, and of all ages?
- What can you do about the conflict between PBTE procedures and materials and the traditional program procedures required by colleges and universities, especially in relation to (1) time (e.g., academic term vs. self-pacing); (2) incomplete grades and rendering of services after the term ends; (3) administration of staff and program procedures; and (4) faculty rewards?
- How should you sequence learning experiences and arrange a total program with a proper balance between (1) professional vocational education; (2) professional education (e.g., educational psychology, foundations of education); and (3) general education? There is a seeming lack of transfer of learning between program components--a lack of recognition that something learned in educational psychology has any relevance to teacher education.
- What do you do about student/intern rejection of modules and modularized instruction? The use of group seminars for interns was recommended to allow them to share information and to eliminate the isolation that some PBTE interns experience.
- How do you identify the core competencies, since teacher education cannot deliver on all 100 modules? Who has input? How should it be decided? How often should it be decided?
- What is being done about the needed resources for amplification/enrichment of PBTE experiences? The resources mentioned in the modules are often unavailable, inappropriate, or out of date.
- How can the information about relevant resource materials and effective PBTE procedures be shared? RECOMMENDATION: A newsletter covering PBTE issues--similar to Open Entries, which covers CBE concerns--should be produced and disseminated at least quarterly. Possibly AAVIM could be of assistance in publishing such a newsletter.
- What can you do about the problems involved when preservice T&I, health-related, and home economics teachers are long-term "guests/student teachers" in secondary settings in order to develop skills? These problems include (1) the time of day when preservice teachers can be in the secondary schools, (2) their role in the school, (3) the difficulty of blending traditional course work and simulations with the in-school experience.
- How do you prepare teachers who are going into both traditional settings and CBE settings? Experience seems to indicate that, as more teachers are prepared through PBTE, more CBE programs are coming into existence.

PERFORMANCE-BASED TEACHER EDUCATION (PBTE): INSERVICE

William C. Matten, Group Leader
Robert Lees, Recorder

To eliminate implementation problems, thou shalt do the following:

- Be certain that the resource persons are thoroughly trained in how to use the modules.
- Be certain that the resource persons have the backing and confidence of the local education agency (LEA) administration.
- Refrain from assigning supervisory persons to PBTE roles; supervisors are viewed as monitors/evaluators and thus don't fit well in "helper" roles.
- Run a four-day orientation program for new teachers prior to beginning the PBTE program.

To make evaluation meaningful and holy, remember the following:

- Having participants take a cognitive exam prior to appearing before the Council of Educators may be one good measure of growth.
- The test doesn't measure the conceptual base for teaching.
- Cognitive exams can show whether a teacher read the module or is truly a worthy disciple.
- Videotaping can be the most valuable tool for self-evaluation and improvement.
- Reviewing sets of videotapes can help you identify common problems that can be eliminated through inservice activities.
- The emphasis needs to be on performance

The following additional research is needed to take us to the promised land:

- The helping behaviors that teachers demonstrate need to be identified. Need to determine if helping skills enhance learning. Do they work?
- The effectiveness of teachers trained in PBTE programs vs. the effectiveness of teachers trained in traditional teacher education programs needs to be determined.
- Need to observe the organization teachers demonstrate, as well as the warm, caring, and encouraging roles they play with students.
- Need more information on how people learn.

Question 1: How do we deal with the development and selection of a resource person?

Answers:
Provide training in workshops, seminars, and on the job
Use program completers--those familiar with the program--as resource persons
Ask administrators to recommend master teachers

Question 2: What are the purposes/benefits of orienting new/beginning teachers?

Answers:
Relieves stress
Develops their survival skills
Introduces them to PBTE and the modules
Reduces turnover of new teachers
Gives them contact with the university

Question 3: How can interaction between peers be provided?

Answers:
Conduct small-group meetings at selected sites, as conveniently located as possible to minimize attendance problems caused by travel distances and constraints
Require attendance as an exit requirement of the program

Concerns:
Availability of VTR equipment ($$$)
Difficulty in convincing intern teachers of the value of VTR
Need for resource persons to adjust and adapt the use of modules and checklists to specific or unique situations
Modules are sometimes being used in a lock-step method, which defeats their purpose

PERFORMANCE-BASED TEACHER EDUCATION (PBTE): INDUSTRIAL COMPETENCIES

Robert E. Berns, Group Leader
Janice Reitmeyer, Recorder

Problems	Suggestions
Credibility of PBTE	• Promote association with industrial sector • Promote exposure at regional conferences of ASTD, etc. • Use the results of PBTE evaluation research • Train a pilot group of industrial training directors
Identification of competencies	• Use DACUM technique to verify existing competencies • Use individual research project results
Adaptability of modules	• Revamp, re-edit, and delete artwork to reflect understandable terminology, situations, and settings for the industrial sector
Finances	• Consortium of industries concerned with trainer training • Foundations • ASTD
Motivation	• Provide college credit • Provide salary incentives • Emphasize ability to test out on competencies already mastered
Communications	• Need a liaison contact person at the National Center • Need to develop a network of speakers or resource persons at the National Center • Contact the data bank at the International Labor Office, the Department of Manpower & Training (Canada), ASTD, etc.
Implementation	• Problems will be those of an inservice nature

COMPETENCY-BASED STAFF DEVELOPMENT (CBSD): POSTSECONDARY

Lawrence Coffin, Group Leader
Beth Cooper, Recorder

The following research is needed:

- Identify exemplary models and disseminate information concerning who is doing what, at what type of institution (e.g., community college, private technical institute, liberal arts college), and to what level. Spokane Community College, WA; Durham Technical Institute, NC; and Alverno College, MN, were mentioned. The need for CBSD is particularly great in community colleges because many instructors are hired directly from industry without any professional development in teaching (or rather in learning management skills).

The following implementation, development, and evaluation concerns were mentioned:

- It is important to use a human relations approach to the change process in motivating traditionally trained faculty to want to use PBTE.
- The leadership role of the college president is crucial in involving the faculty in discussing basic questions concerning the goals and objectives of the college (e.g., How do we want our school to operate? Why do we want CBSD?) A commitment to the mission of the organization is needed before practical problems can be successfully worked out (e.g., need for flex-time scheduling, need for open-entry/open-exit).
- There is a need for a faculty development resource center that contains tapes and literature on adult education methods, self-evaluation techniques using interaction analysis and other methods, and so on.
- There is a need for training in how to develop local CBSD materials that can be integrated into the CBSD materials available nationally.
- An evaluation model is needed for continued competency assessment (i.e., for implementing the idea of lifelong professional development).

The following other concerns were mentioned:

- Need communication links between CBSD and the adult education movements such as Continuing Education for the Professions. All are concerned with issues of accountability, licensing, certification, and competency.

COMPETENCY-BASED ADMINISTRATOR EDUCATION (CBAE)

Edward K. Allen, Group Leader
E. Lynn Suydam, Recorder

Research Needs and Suggestions:

- Something is needed in the area of priorities in vocational administration. The help of the National Council for Local Administrators (NCLA) could be sought.
- Need to know the status of vocational administrator certification nationally (i.e., to compare state standards). Several studies have addressed this concern, including one conducted at the National Center.
- Need research on the career-ladder potential within the entire educational community. Vocational administrators, in some cases, are locked out of major decision-making positions such as chief school administrator or superintendent. Need to develop reciprocity agreements. Need to integrate vocational concepts into general administrative training. Need to orient inservice general administrators to vocational practices via workshops or a principals' practicum.
- Need research on the affective area within vocational administration.

Implementation Needs and Suggestions:

- Need to make instructors of educational administration aware of the administrator modules, and to promote their use of the modules. Could be addressed by supplying them with a copy, perhaps for use by students.
- Need to sell the CBAE approach as a viable delivery system. There is resistance on the part of the traditionalists.
- Need to recognize the fact that modules are not the only way to address theory. It is possible to employ a number of approaches (e.g., individualized approaches, pre-internship courses, internships, courses on special problems, field experiences, awarding of three credits for the completion of five modules and one paper). The system can be as complex as a given institution is willing to deal with.

Development Needs and Suggestions:

- Need to describe the variety of delivery systems (models) available.
- Need an internship guide or plan of studies (e.g., "how to").
- Need to develop slide/tape presentations and other mediated materials to orient potential students, university faculty, state staff, and vocational administrators to CBAE and the modules.
- Need case-study tapes, video-discs, and micro-computers for instructional purposes and for use in helping conferences.
- Need material on how to purchase a computer and use it to its full potential within educational administration.

Evaluation Needs and Suggestions:

- Need an evaluation guide--something that will identify the key evaluative items to be used for curriculum and instructional purposes.
- Need cognitive and affective tests that could be used for testing-out purposes.
- Need some criteria for screening potential interns and some mechanism for applying the criteria (e.g., interview, test).

PART VI: APPENDIX

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AGENDA
NATIONAL CONFERENCE ON PERFORMANCE-BASED PROFESSIONAL DEVELOPMENT

Philadelphia, Pennsylvania
October 13-15, 1981

Tuesday, October 13

8:00	Registration	
9:00	Overview of Conference	Jim Hamilton
	Welcome to Pennsylvania and Pennsylvania's Philosophy of Personnel Development	Jerry Olson
9:20	PBTE/CBAE Via the Teacher Center Concept	Ken Swatt
9:45	BREAK	
10:00	PBTE/CBAE at Temple University	Richard Adamsky
	PBTE/CBAE at Indiana University	Tom Walker
	PBTE/CBAE at Pennsylvania State University	James Mortensen
	PBTE/CBAE at University of Pittsburgh	Ruth Lungstrum
	CBSD at Pennsylvania Institute of Technology	John Strayer
11:00	Panel Discussion: Questions and Answers	
11:45	LUNCH - On Your Own	
1:15	Small Groups by Theme Topics	
	Session A = 1:15-2:00	
	Group #1 - Conducting the Needs Assessment	John Glenn/ Bob Braun
	Group #2 - Optimizing the Resource Person's Role	Mary Lou Park
	Group #3 - Conducting the Final Assessment	Bill Matten
	Group #4 - Developing a Professional Development Plan	Richard Rounds
	Group #5 - Collecting Research Data Through PBTE	Tom Walker
	Session B = 2:00-2:45	
	Group #6 - Planning a Statewide PBTE Program	Ken Swatt
	Group #7 - Staffing the PBTE Program	Glen Fardig
	Group #8 - Staffing the CBSD Program	Bill Weaver
	Group #9 - Providing Ongoing Resource Person Training	Ed Brower
2:45	BREAK	
	Session C = 3:15-4:00 (The 4-5 most demanded topics from 1-9 above) (To be announced)	

4:00	Small-Group Discussion by Areas PBTE: Ag, D.E., H.E., B & O, H.O., T & I CBSD: Secondary and Postsecondary	Jim Hamilton
5:30- 6:30	No-Host Social Hour	

Wednesday, October 14

8:30	Presentation of Progressive PBTE Practices	Bob Norton
10:00	BREAK	
10:20	National Center PBTE Update - Competency Identification - New Module Development - Module Revision	Jim Hamilton
11:00	Publisher's Update	Harold Parady
11:15	Development and Field Testing of New Modules: Small-Group Discussions - Special Needs Modules - Basic Skills Modules - CBE Modules	
11:45	LUNCH - On Your Own	
1:15	PBTE in Australia: Mystery or Mastery?	Roger Harris
2:00	Consortium for the Development of Competency-Based Materials for Vocational Administrators (CBAE): Progress Report - Materials Available - Materials Under Development - User's Reactions During Field-Test	Bob Norton
2:45	BREAK	
3:15	Alternative CBAE Delivery Strategies - CBAE at Southern Illinois University - Ohio's Vocational Leadership Intern Program - Florida's Vocational Administrator Extern Program - Temple's Leadership Intern Field Experience (LIFE) Program - Questions and Answers	 Wayne Ramp Carl Gorman Dominic Mohamed/ Glen Fardig Calvin Cotrell

4:30 Small-Group Discussions by Program
- SIU
- Ohio
- Florida
- Temple

5:30-6:30 No-Host Social Hour

Thursday, October 15

9:30 Looking Ahead: Future Needs and Concerns for the Improvement of PBTE, CBSD, CBAE — Jim Hamilton

Small-Group Discussion Organized Around:

PBTE	CBSD		CBAE
- Preservice - Inservice	- Secondary and Postsecondary	< Private Public	- Preservice and Inservice

10:00 BREAK

10:30 Small-Group Reports: Future Needs and Concerns

11:45 Adjournment

OPTIONAL SESSION--TEMPLE UNIVERSITY

1:15 Field Resource Person Staff Meeting — Richard Adamsky

1:45 Field Resource Person Staff Training — Ed Brower

3:45 Participants Select School Visitations for Friday

Friday, October 16

8:30 School Visitations:

NOTE: Field staff will meet participants at hotel and will take them to the airport or back to the hotel.

Participants will be able to meet with VITAL, MASTERY, or student teachers. It will also be possible to meet with leadership interns and resident resource persons.

4:00 Airport Departures